

1993

Wofford College Catalogue, 1993-95

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1993 – 1995 Catalogue
September 1993

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WOFFORD COLLEGE
SPARTANBURG, SOUTH CAROLINA

Directory for Correspondence

The College in General	The President
Curriculum and Faculty	The Vice President for Academic Affairs and Dean of the College
Admission to the College	The Director of Admissions
Student Life	The Vice President for Student Affairs and Dean of Students
Registration, Student Academic Records, and Summer Session	The Registrar
Library and Archives	The Librarian
Business Management	The Vice President for Business
Student Fees and other Financial Matters	The Controller
Scholarships and other Financial Aid	The Director of Financial Aid
Alumni Interests and Parents Programs	The Director of Alumni and Parents Programs
Public Information and Publications	The Director of Communications
Gifts, Grants, and Bequests	The Executive Director of Development
Athletic Programs	The Director of Athletics
Religious Activities	The Chaplain
Career Counseling and Placement	The Director of Career Services and Placement

The mailing address is Wofford College, 429 North Church Street,
Spartanburg, South Carolina 29303-3663.

The telephone number is (803) 597-4000.

Parents, students, alumni, and friends are cordially invited to visit the
campus, and for information and assistance may inquire at the Admissions
Office in Hugh S. Black Hall, or at the Neofytos D. Papadopoulos Building,
the Franklin W. Olin Building, or the DuPre Administration Building.

Disclaimer and Compliance Statements

While Wofford College reserves the right to make changes in its calendar,
policies, regulations, fees, prices, and curriculum, the information in this
Catalogue accurately reflects policy and states progress requirements for
graduation effective September 1, 1993.

The college complies with the provisions of the Family Educational Rights
and Privacy Act of 1974. This Act, as it applies to institutions of higher
learning, ensures that students have access to certain records that pertain to
them and that unauthorized persons do not have access to such records. A
full statement of Wofford policy regarding the implementation of the Act is
available upon request to the Registrar.

Wofford College's policy of non-discrimination on the basis of race, color,
religion, national origin, sex, handicap, and age is in conformity with
applicable federal laws and regulations.

Academic Calendar for 1993-94

Fall Semester 1993

August	25-26	Wednesday-Thursday — Pre-Session Faculty Workshop
	27-30	Friday-Monday — Orientation for new students
	31	Tuesday — Registration for new and returning students and beginning of classes
September	8	Wednesday — Last day for adding and dropping courses and registering
October	15	Friday — First grading period ends
	19	Tuesday — Mid-semester grades due
	22	Friday — Fall academic holiday
November	4	Thursday — Registration for Interim
	5	Friday — Last day for dropping courses with passing grade
	16	Tuesday — Pre-registration for spring semester
	18	Thursday — Pre-registration for spring semester
	24	Wednesday — Thanksgiving holidays begin at 5:30 p.m.
	29	Monday — Classes resume
December	3	Friday — Last day of fall semester classes
	6-10	Monday-Friday — Fall semester final examinations
	10	Friday — Christmas holidays begin at 5:30 p.m.
	14	Tuesday — Final grades due

Interim 1994

January	2	Sunday — Residence halls open
	3	Monday — Interim begins
	28	Friday — Interim ends

Spring Semester 1994

January	30	Sunday — Residence halls open
	31	Monday — Registration for spring semester classes
February	1	Tuesday — Classes begin
	8	Tuesday — Interim grades due
	9	Wednesday — Last day for adding and dropping courses and registering
March	11	Friday — First grading period ends
	15	Tuesday — Mid-semester grades due

April	1	Friday — Spring holidays begin at 5:30 p.m.
	11	Monday — Classes resume
	12	Tuesday — Pre-registration for fall semester
	14	Thursday — Pre-registration for fall semester
	15	Friday — Last day for dropping courses with passing grade
May	6	Friday — Last day of spring semester classes
	9-13	Monday-Friday — Spring semester final examinations
	14-15	Saturday-Sunday — Commencement activities
	17	Tuesday — Final grades due

Summer Session 1994

June	6	Monday — First term begins
July	8	Friday — First term ends
	11	Monday — Second term begins
August	12	Friday — Second term ends

Academic Calendar for 1994-95

Fall Semester 1994

August	31	Wednesday — Pre-Session Faculty Workshop
September	1	Thursday — Pre-session Faculty Workshop
	2-5	Friday-Monday — Orientation for new students
	6	Tuesday — Registration for new and returning students and beginning of classes
	14	Wednesday — Last day for adding and dropping courses and registering

FALL ACADEMIC HOLIDAY (To Be Announced)

October	21	Friday — First grading period ends
	25	Tuesday — Mid-semester grades due
November	3	Thursday — Registration for Interim
	11	Friday — Last day for dropping courses with passing grade
	15	Tuesday — Pre-registration for spring semester
	17	Thursday — Pre-registration for spring semester
	23	Wednesday — Thanksgiving holidays begin at 5:30 p.m.
	28	Monday — Classes resume
December	9	Friday — Last day of fall semester classes
	12-16	Monday-Friday — Fall semester final examinations
	16	Friday — Christmas holidays begin at 5:30 p.m.
	20	Tuesday — Final grades due

Interim 1995

- January 8 Sunday — Residence halls open
 9 Monday — Interim begins
- February 3 Friday — Interim ends

Spring Semester 1995

- February 5 Sunday — Residence halls open
 6 Monday — Registration for spring semester classes
 7 Tuesday — Classes begin
 14 Tuesday — Interim grades due
 15 Wednesday — Last day for adding and dropping courses and registering
- March 17 Friday — First grading period ends
 21 Tuesday — Mid-semester grades due
- SPRING HOLIDAYS (To Be Announced)*
- April 18 Tuesday — Pre-registration for fall semester
 20 Thursday — Pre-registration for fall semester
 21 Friday — Last day for dropping courses with passing grade
- May 12 Friday — Last day of spring semester classes
 15-19 Monday-Friday — Spring semester final examinations
 20-21 Saturday-Sunday — Commencement activities
 23 Tuesday — Final grades due

Summer Session 1995

- June 12 Monday — First term begins
- July 14 Friday — First term ends
 17 Monday Second term begins
- August 18 Friday — Second term ends

The College



Rear Portico, Main Building, 1854

Purpose of the College

Founded in 1854 and related to the United Methodist Church, Wofford College is a privately supported four-year liberal arts college of approximately one thousand undergraduate men and women students.

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 or her 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.

History of the College

Established by the Methodist Church in 1854 with businessman and minister Benjamin Wofford's bequest of \$100,000, Wofford is one of fewer than two hundred existing American colleges founded before the Civil War. The Wofford College historic district, comprised of four of the first faculty homes and the original Main Building with its distinctive twin towers, is listed on the National Register of Historic Places. It remains the physical and symbolic center of the campus in downtown Spartanburg, South Carolina.

Wofford benefited greatly in its first century from the leadership of three outstanding presidents, all of whom brought national distinction to the college. William Wightman, the first president, later became a Methodist bishop, and did much to define the modern role of the church-related college in America. James H. Carlisle, an original faculty member and president from 1875 to 1902, was a man devoted to the idea of Christian service through liberal arts education, and made this spirit his legacy to the college. His successor, Henry Nelson Snyder, built on a firm foundation to give the college a reputation for academic excellence. Under his leadership, in 1941, Wofford became the first independent college or university in South Carolina to receive a charter for a chapter of Phi Beta Kappa. Of the more than 2,000 four-year colleges and universities in the United States, only 242 can induct graduates into this prestigious academic honor society.

During the era of higher education expansion after World War II, Wofford prospered. Around a core of historic buildings rose imposing new structures including the Milliken Science Building, the versatile Campus Life Building and the modern Sandor Teszler Library, which houses a collection of 180,000 volumes. Wofford Terrier athletic teams, with strong financial support from alumni and friends, competed successfully against much larger schools.

Academic innovations included a January Interim, which gave students the freedom to pursue a variety of educational opportunities both on campus and around the world. Once a college for white men, Wofford was a leader in the racial desegregation movement in higher education in the 1960's, and opened its doors to women in the 1970's. At the same time, Wofford remained true to its classical college heritage by deliberately limiting enrollment to 1,100 undergraduates, and refusing to step back from its emphasis on being a "liberal arts college of superior quality."

In the 1980's, Wofford won wide recognition for its academic leadership. President Joab M. Lesesne Jr. has held the highest offices of the Southern University Conference, the National Association of Independent Colleges and Universities and the National Association of Schools and Colleges of the United Methodist Church. Wofford's academic program was further enhanced in 1992 with the opening of the Franklin W. Olin Building. The \$5.5 million building is designed to facilitate the use of advanced technology in the teaching of the liberal arts. It houses the college's computer center, a teaching theater, a language/foreign studies laboratory, and classrooms featuring state-of-the-art audio-visual equipment.

Wofford alumni live in all 50 states and 18 foreign countries. The alumni rolls include five Rhodes Scholars, five Truman Scholars, a Goldwater Scholar and winners of many other post-graduate fellowships. Among the 9,000 living graduates, there are more than 1,000 physicians, dentists and other health care professionals; 560 attorneys and judges; and 400 college faculty members or administrators. Almost 1,200 alumni are presidents, chief executive officers or owners of businesses or other organizations. Hundreds of Wofford men and women work in government, churches, schools and other service organizations.

Surely, Wofford's Latin motto, *Intaminatis Fulget Honoribus*, "Untarnished, she shines with honor," has never been more true than it is today.

Accreditation

One of nine colleges which met in Atlanta in 1895 to form the Southern Association of Colleges and Schools, Wofford is today fully accredited by that body to offer the degrees of Bachelor of Arts and Bachelor of Science.

Phi Beta Kappa

Having been granted a Phi Beta Kappa charter in 1941, Wofford is one of two private colleges in South Carolina with chapters of Phi Beta Kappa. Eligibility for individual membership in Phi Beta Kappa is based upon scholarly achievements, high character, and special intellectual attainments.

Degrees

The college grants the degrees of Bachelor of Arts and Bachelor of Science, and also confers appropriate honorary degrees.

The Sandor Teszler Library

The Wofford library collections are housed in the Sandor Teszler Library, a three-level building with seating accommodations for 385 readers. In service since the fall of 1969 and named as one of the "Outstanding Buildings of the Year" by the South Carolina Chapter of the American Institute of Architects, the building was dedicated in 1971 and named for Sandor Teszler, a well-known textile leader.

The library's resources and materials — journals, newspapers, microforms, books, etc. — are acquired and maintained to sustain the college's programs, to support research activities of students and faculty, and to provide access to information of current and continuing importance. There are more than 196,000 items in the collections, including books, bound journals, and microform equivalents. In special collections are some 10,000 volumes, including scholarly materials from the 15th through the 20th centuries.

All departments of the library are under the supervision of professional librarians who are available to assist library users. In addition to providing access to the resources housed in the library through regular reference assistance using such works as text indexes and CD-ROM (compact-disk) services, librarians perform online computer searches on several databases for information requested by students and faculty. The library also provides a number of microcomputers for student use.

In the summer of 1990, the library installed an automated system, creating an online computerized catalog accessible from many points on the campus or through telephone links from off-campus. The online catalog holds the bibliographic records of Wofford College and nearby Spartanburg Methodist College.

Housed in the library are the Wofford College Archives and the records and historical materials of the South Carolina Conference of the United Methodist Church. The library also contains meeting areas with media facilities and a gallery with a changing schedule of exhibitions through the course of each year.

The Academic Program

The academic program, the primary means by which Wofford College seeks to realize its purpose, is based upon a liberal arts curriculum, which provides an effective study experience for developing abilities and motivations for lives of service and fulfillment. Liberal arts education emphasizes general knowledge and intellectual skills. It acquaints students with the best of our cultural heritage and develops the abilities to think, to learn, to communicate, to judge, to adapt, and to solve problems. In a Christian community, liberal arts education also promotes character, appreciation of values, and mature ethical choices. All of these are qualities and attainments highly valued by the college.

Wofford has modified its programs over the years to include new and relevant material and approaches, but there has been little change, if any, in Wofford's concept of the purposes and reasons for a liberal arts education.

■ *The Curriculum*

The Wofford curriculum emphasizes the traditional but calls also for the experimental, always in accord with the liberal arts focus of the college. The curriculum exposes students to a broad range of knowledge and provides opportunity to achieve a deeper competence in one or two fields.

General Requirements

All students are to complete a core of general requirements to ensure a broad exposure to our intellectual heritage. These required studies are in English, fine arts, foreign languages, humanities, science, history, philosophy, religion, mathematics, and physical education.

Fields of Concentration

The curriculum also provides that, in addition to the core of general requirements, each student is to complete a major in one of several fields: accounting, art history, biology, business economics, chemistry, computer science/mathematics, economics, English language and literature, finance, French, German, government, history, humanities, intercultural studies, mathematics, philosophy, physics, political economy and philosophy, psychology, religion, sociology, or Spanish. Course work is available also in six fields not offering majors: education, geology, military science, music, theatre, and physical education.

Interim

The academic year at Wofford is divided into three parts: a fall semester of four months; the Interim, which occupies a winter month between the two semesters; and a spring semester of four months.

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 arts education. While that itself involves substantial use of new materials and new approaches at Wofford, innovation and experiment are the *keynotes* of the Interim. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that could not be justified in the semesters.

Further, the Interim frees teachers and students from many of the usual class commitments of the semesters and permits each to concentrate for a month on a single study project of his or her 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.

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The grades of H (Pass with Honors), P (Pass), and F (Fail) are used in evaluating students' Interim work and accomplishments, and this system, together with the general philosophy of the Interim, allows students to participate in Interim projects in which they have interest but not full background, without incurring great risk of damaging the over-all picture of their academic performance.

■ **Pre-Professional Preparation**

Many students attend Wofford in order to prepare themselves for professional careers. The curriculum provides sound pre-professional background for the world of work or for graduate-school study in many disciplines or for study in professional schools of law, medicine, dentistry, nursing, veterinary science, engineering, and theology.

Pre-professional advisors at Wofford assist students in planning programs of study appropriate to their interests and to the degree requirements of the college.

■ **Advanced Placement**

Wofford encourages the enrollment of students who have successfully participated in the Advanced Placement (AP) Program of the College Entrance Examination Board, a program of college-level courses and examinations for secondary school students. The college awards credit and exemption to students whose AP examination grades are at specified levels (see *Catalogue* chapter on Admission).

■ **Army Reserve Officer Training Corps**

Completion of the ROTC program at Wofford College earns graduating men and women commissions as second lieutenants in the United States Regular Army or the United States Army Reserve. The program prepares students for all branches of the Army, except for those requiring additional study on the graduate- or professional-school level. Delays in beginning active service may be granted to commissioned students who wish to attend law, medical, or dental school.

Uniforms, textbooks, and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays 80 percent of tuition and covers certain other expenses (see *Catalogue* section on financial aid). The normal four-year sequence of ROTC instruction is divided into the Basic Program and the Advanced Program.

Participation in the Basic Program, normally undertaken in the freshman and sophomore years, is voluntary and involves no obligation for military service. The four courses in the Basic Program are intended to familiarize the student with military customs and organization, to introduce selected weapons, and to develop leadership. These courses combine for a total of six credit hours, all of which may be applied toward graduation.

The Advanced Program is offered for students who have successfully completed the six credit hours in the Basic Program, who meet the academic and physical standards, and who are selected on the further basis of leadership potential. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for a portion of the Basic Program for this purpose.) The Advanced Program, normally taken during the junior and senior years, offers a total of twelve credit hours. The four courses include instruction in leadership, ethics, tactics, military law, administration, and exercise of command. Advanced Program cadets currently receive a tax-free allowance of \$100 each month for ten months of the academic year, and are also paid during the six-week summer camp they are required to attend between the junior and senior years.

The Advanced Program cadet may be selected to enter active duty for three years or participate in the Reserve Force Duty Program (RFD) as means for fulfilling the incurred obligation for military service. Under the RFD program, the student is commissioned in either the National Guard or the U.S. Army Reserve.

In addition to the Basic and Advanced Programs of classroom instruction, the Military Science Department at Wofford sponsors numerous extracurricular activities which are designed to complement skills learned in the classroom. The activities presently offered are Rifle Team, Ranger Platoon, a chapter of the national military honor society Scabbard and Blade, and adventure activities such as rappelling, orienteering, whitewater rafting, and paint-ball wars. Participation in these activities is voluntary and no academic credit is awarded.

■ *Cooperation with other Institutions*

The academic programs offered at Wofford are supplemented by a cooperative cross-registration arrangement between Wofford and neighboring Converse College. Students at either institution may register on a space-available basis for certain courses offered at the other college, and thus the number and types of courses available to students are considerably increased, efficient use of educational resources is developed, and a fuller relationship between two colleges of similar purpose is fostered.

In addition, Wofford has joint programs with Columbia University and Georgia Institute of Technology in two-degree, five-year curricula in liberal arts and engineering.

Further information about these programs is available elsewhere in the *Catalogue* or in the office of the Registrar or of the Dean of the College.

■ *Foreign Study Opportunities*

Qualified students are urged to consider opportunities for study and travel in other countries. Such experiences offer invaluable educational enhancement and help develop appreciation for other peoples and other cultures.

Several examples of available foreign study programs are outlined below. Interested students may consult the President of the College regarding the Presidential Scholar opportunity, and the Foreign Study Advisor and the Registrar for information about the others.

The Presidential Scholar

Through the generosity of a friend of the College, one rising junior or senior annually is given financial support for a full year of study and travel in developing nations of the world. The recipient, known as the Presidential Scholar, is expected to plan a program of research and experience in at least five different language areas in the developing nations. This special opportunity is intended to expose students to diverse world cultures and some of the problems which define the contemporary world. There is only one Presidential Scholar each year, but because the Scholar is expected to share his or her experience with others upon return to Wofford, the entire campus community is made more aware of the diversity of human experience and of the importance of taking the developing nations into account.

Wofford-Related Programs for Foreign Study

Wofford's association with the Council on International Education Exchange (CIEE), the American Institute for Foreign Study (AIFS), and the Institute of European Studies (IES) makes available to Wofford students a number of opportunities for year-long, semester-long, and summer programs of study abroad in Europe, Asia, Australia, and North, Central, and South America.

These programs offer a wide variety of courses and specialized curricula; several do not require preparation in the language, but do require on-site language study. For the Wofford students who participate, credits in these programs are awarded by Wofford and thus are included in the computation of the cumulative grade-point averages of those students. Program costs

are comparable to those of attending Wofford, plus international travel expenses; Wofford financial aid may be applied toward program costs.

Whether through Wofford or through another institution (see below), when a student undertakes an approved foreign study program whose calendar precludes his or her participation in the Wofford Interim in that year as ordinarily required, satisfactory completion of the foreign study program will stand in lieu of completion of an Interim project for that year.

Other Foreign Study Programs

Wofford students may apply directly to other American colleges and universities for participation in the variety of foreign study programs they sponsor in Europe, Latin America, Asia, and Africa. Credits awarded for courses passed with grades of C or higher in these programs may be accepted at Wofford as transfer hours (which do not affect the students' grade-point averages).

Wofford students have access also to various other opportunities for foreign study, such as travel/study projects in the Interim.

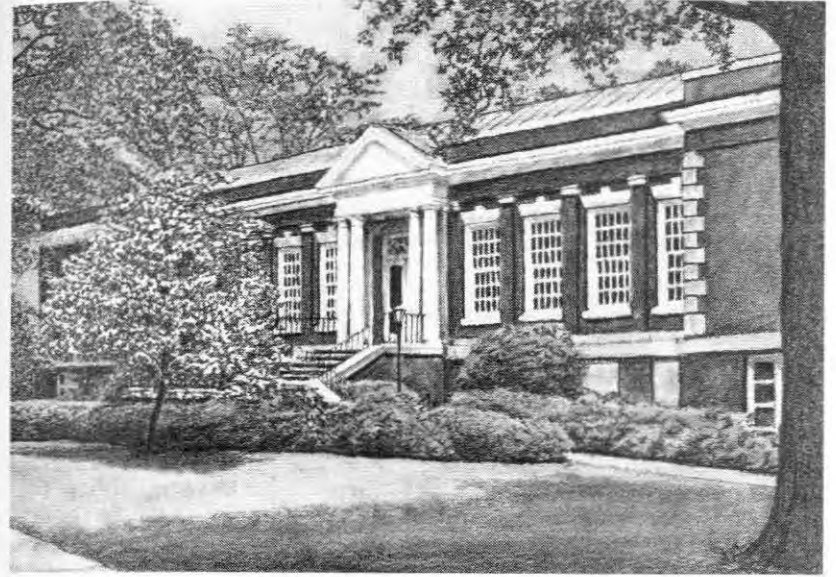
■ *Summer Session*

The summer session, conducted in two terms of five weeks each, begins each year in June and ends in August. The summer academic program reflects the same general purpose as that of the fall and spring semesters. It also provides special advantages in allowing both current and new students an opportunity to accelerate their work toward the bachelor's degree, in permitting students to make up academic deficiencies they may have incurred, and in providing an opportunity for rising high school seniors to take college courses and earn college credits during the summer.

In each term, summer courses normally meet five times weekly, Monday through Friday, in daily class sessions of one hour and forty minutes per course. In addition, science courses have laboratories three afternoons a week. Most summer courses carry credit of three or four semester hours each, and students may undertake a maximum of two courses per term.

The teacher-certifying bodies of the various states, including South Carolina, have their own rules for applying course credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in summer courses.

Admission



Charles E. Daniel Building, 1911

Wofford College admits men and women of good character who demonstrate the potential for successful academic work at Wofford. The college seeks students who are ready to assume responsibility for their personal behavior and for their learning and who will contribute to the campus community. Wofford welcomes students from diverse racial, cultural, economic, and geographic backgrounds.

Dates of Entrance

Freshman and transfer students may enter the college in September, February, June, or July.

Application Procedures

Students interested in applying for admission should contact the Admissions Office for information and the application packet, which contains the necessary forms and instructions for freshman applicants.

Here is a summary of application procedures and policies.

1. Each person seeking admission must complete the Application for Admission and submit it with a \$25 non-refundable application fee to the Admissions Office.
2. Transcripts and other documents regarding previous academic work provide important information about students' academic history and potential. For **freshman applicants**, secondary school transcripts and the Secondary School Report Form are required and are to be sent directly to the Admissions Office by the schools attended. For **transfer applicants**, transcripts of both secondary school and college work are required. All these materials are to be sent directly to the Admissions Office by the schools and colleges concerned.
3. The results of performance on standardized tests are helpful in assessing students' potential for success at Wofford. **Freshman applicants** and **transfer applicants** are required to submit either Scholastic Aptitude Test (SAT) scores or American College Testing Program (ACT) scores. For any applicant, Achievement Tests in two fields of interest are recommended but not required.
4. Letters of recommendation from teachers or other respected adults who know freshman or transfer applicants well are helpful in providing references less impersonal than scores, transcripts, and official evaluations. Such letters may be sent to the Director of Admissions.
5. A Medical History and Physical Examination Form will be sent to each accepted applicant. This form must be completed by a physician and returned to the Admissions Office before the student enrolls in the college.

Admission Decisions

Because the number of spaces available in the Wofford student body is limited, it is advisable to apply early. The table below indicates the two application deadlines and the corresponding notification dates.

Notification Priority	If Completed Application Is Received By	Admission Decision Will Be Mailed
First	December 1	December 15
Second	February 1	March 1

Students whose completed applications are received after February 1 will be notified of their status on a rolling basis after March 1 if space is available.

Students admitted for the fall semester may reserve space in the student body by submitting the required deposits on or before May 1. These deposits, which are *not refundable*, are \$200 for resident students and \$150 for commuting students. The deposits are applied toward the comprehensive fees due for the fall semester (or, for students entering Wofford in the spring semester, are applied toward the comprehensive fees due for that semester). Available spaces in campus residence halls are limited and assignments to them are made according to the dates the deposits are received by the Admissions Office.

Interviews and Campus Visits

Applicants and other interested students are encouraged to visit the campus and talk with college representatives, who can serve visitors more effectively when arrangements are made in advance. Appointments for interviews, admissions presentations, and campus tours can be scheduled for weekdays between 9 a.m. and 4 p.m. and for Saturdays between 9 a.m. and noon. Also, twice each year the college hosts campus visitation programs for high school juniors and seniors.

Interested students and parents should contact the Admissions Office for further information about these and other opportunities for visiting the campus. The Admissions Office telephone is (803) 597-4130, and the Office is located in Hugh S. Black Hall.

Requirements for Admission

Students should prepare for the challenges at Wofford by taking strong academic programs in high school. Applicants should be in the senior year of high school, and normally must be high school graduates when they enroll at Wofford. While the college does not prescribe a rigid set of course requirements for admission, it is strongly recommended that applicants' high school study include the following:

English	4 years
Mathematics	4 years
Laboratory Science	3 years
Foreign Language	2 years
Social Studies	2 years

Each applicant is judged on his or her merit as a potential Wofford student. In reaching each of its decisions, the Committee on Admissions pays particular attention to the applicant's courses, level of curriculum, class rank, test scores, grades, extracurricular leadership, and recommendations from the guidance counselor and the Wofford admissions counselor.

The college will consider applicants whose educational circumstances are unusual. Students desiring to enter Wofford prior to obtaining a high school diploma, for example, and students who by non-traditional means have obtained the equivalent of admission requirements will be considered on an individual basis. The Committee on Admissions carefully reviews such applicants and may grant admission upon evidence of superior ability and maturity. An interview with the Director of Admissions is strongly suggested for these applicants.

Transfer from other Institutions of Higher Learning

Candidates submitting evidence of studies successfully completed at other accredited institutions of higher learning may be considered for admission with advanced standing, provided that they are eligible for readmission to the institutions they last attended and that they meet the regulations governing admission of students to Wofford College. To be eligible for admission, transfer applicants are expected to present grade-point averages of at least 2.50 from accredited four-year colleges or at least 3.00 from accredited two-year colleges. Students with unsatisfactory academic or conduct records at other institutions are considered only if there are extremely extenuating circumstances and/or time intervals (such as military or work experience) that would give clear evidence to the Committee on Admissions that admission might be warranted.

Transcripts of prior college work will be evaluated by the Registrar at Wofford. When questions arise regarding the equivalence of a course taken elsewhere to a course offered at Wofford, the chairman of the Wofford department concerned determines the acceptability of the course.

The maximum amount of credit acceptable upon transfer from a two-year college is sixty-two semester hours, exclusive of credit in basic military science. No more than two semester hours in physical education will be accepted. Transfer students should be reminded of Wofford's residency requirement, which stipulates that the last thirty hours of work toward the degree and more than half of the requirements for the major must be completed at Wofford College if a Wofford degree is to be awarded.

Students who attend certain technical institutes in programs leading to Associate of Arts or Associate of Science degrees may receive credit toward a Wofford degree, but the college does not accept for credit any course work completed by correspondence, television, or extension. For further information consult the Registrar.

Readmission of Former Students

A student who has withdrawn from Wofford and who wishes to return must apply, normally to the Registrar, for readmission. But former students who have attended other institutions of higher learning for more than two semesters since leaving Wofford must reapply through the Admissions Office, as transfer students. If any former student seeking readmission has attended any other institution(s) of higher learning during his or her absence from Wofford, official transcripts of work undertaken must be submitted, together with statements of honorable dismissal, by the other institution(s).

Dual Enrollment for High School Juniors and Seniors

Wofford College offers a program of dual enrollment through which qualified students may combine high school study with study in college. Application may be made by writing to the Director of Admissions.

The dual enrollment program provides opportunity for students to take semester courses at Wofford while they are still enrolled in high school as juniors or seniors. The limit is two such courses per semester, but normally the dual-enrollment student would take only one at a time. Credits earned in these courses are applied toward the degree at Wofford and may be transferred subject to the regulations of other institutions. Applicants for this program must be in college preparatory work in high school, must rank in the upper fifth of their class, and must be recommended by their principals. The course fees for students in this program in the 1993-94 academic year amount to \$50 per semester hour of work taken. If at a later time students want the credits transferred to another college or university, they pay in addition the difference between the \$50 per-semester-hour fee and the then-current full semester-hour fee. For those students who enroll at Wofford as full-time college students, there is no additional charge for these credits.

Examination-Based Credits

The College-Level Examination Program and the Advanced Placement Program, described below, are two testing programs through which students, particularly entering freshmen, may earn exemption and credit for required or elective college courses. Each of the programs accomplishes generally the same purpose and, therefore, it is not necessary to take the same test in more than one program. Students who need further information about the two programs and Wofford's policies regarding them may consult the Registrar.

Credits may also be awarded on the basis of DANTES and military experience and schools. Military personnel should contact the Registrar for information regarding Wofford's policy on awarding credit for these programs.

No more than thirty semester hours of credit may be awarded through any one program or combination of programs.

College-Level Examination Program (CLEP)

While Wofford does not award credit on the basis of CLEP General Examinations, credit may be awarded for successful work on the Subject Examinations. Successful Subject Examination scores must be presented to the Registrar prior to matriculation.

Advanced Placement Program (AP)

The college grants exemption and credit for acceptable scores on most tests in the Advanced Placement program. Variances include the provisions that no credit is awarded on the basis of the Computer Science A examination; that in Physics C examinations students must complete and make acceptable scores on both tests to receive exemption and/or credit; and that for prospective chemistry majors a validation test is required before any credit is awarded for Chemistry. High school juniors or seniors should consult their guidance counselors about taking AP courses and tests.

The International Baccalaureate Program (IB)

Wofford recognizes the International Baccalaureate Program, and awards credit and advanced placement for IB Higher level examinations passed with grades of 5 or higher. No credit is awarded for Subsidiary level examinations.

Educational Opportunities for Non-Traditional Applicants

Wofford College encourages individuals who are not of traditional high school age or background, including military veterans or career military personnel, to pursue educational programs leading to the undergraduate degree. So that the college can outline specific academic programs and provide counsel in general, people who are interested in these educational possibilities are urged to confer with the Director of Admissions and the Registrar and to submit their credentials for evaluation.

Student Services



Franklin W. Olin Building, 1991

The Deans and the Registrar exercise general supervision over the student services programs. Services are available through the Financial Aid Office, the residence halls, counseling and advising programs, health facilities, the Office of the Chaplain, and the Office of Career Services and Placement. All of these are intended to help meet the needs and develop the capacities of students.

The student activities program is coordinated by the Campus Union through the office of the Dean of Students. All funds for students activities are allocated through the Campus Union. The Student Affairs Committee, composed of faculty and students, is responsible for the approval and regulation of student organizations.

Orientation

Because it is important that new students come to appreciate as soon as possible that they are members of the campus community and that such membership brings certain responsibilities and opportunities to them, Wofford conducts programs of orientation for freshmen and new transfer students. During the periods of orientation, which are held at the opening of the fall and spring semesters, participation in programs of planned activities enables new students to become acquainted with each other and with upperclass student leaders, faculty members, advisors, the educational program, campus facilities, and Wofford traditions, standards, and policies.

The orientation programs are planned by a college committee of faculty members, students, and administrators, and are carried out under the supervision of the Dean of Students.

Advising and Counseling Programs

Faculty Advising for Freshmen and Sophomores

Upon entering the college, each new student is placed with a faculty advisor, in a connection which normally continues through the student's second year. Before each registration, freshmen and sophomores plan their academic programs with the assistance of their advisors, who are also available throughout the year to help with curricular or non-curricular guidance.

In order to take full advantage of advisors' abilities and interests in assisting them with sound, helpful counsel in the critical first two years of college, freshmen and sophomores should feel free to initiate contact with their advisors on any matters with which they need help. Special steps may be taken to ensure that students on academic probation avail themselves of advising services.

Faculty Advising for Juniors and Seniors

Toward the end of the sophomore year, students are to specify the academic department or program in which they intend to major. When that step is taken, the department chairman or faculty coordinator in the intended major

becomes the student's advisor for the junior and senior years. During that time, students may and should consult their advisors on all matters concerning their majors and related work.

Advising for Transfer Students

The procedures and services described in the two sections immediately above also apply to students who enter Wofford on transfer from other institutions. The individual arrangements are specific to the stage at which the student enters.

Pre-Professional and Program Advising

Designated members of the faculty serve as advisors to students in certain particular study programs which cut across majors and classes. These programs include those for studies leading toward professional schools in medicine, dentistry, nursing, veterinary medicine, pharmacy, Christian ministry, engineering, and law; for preparation for certification in secondary-school teaching; and for study abroad. Advisors and students in these programs work together to outline for the students plans of study and procedure which are appropriate to the student's interests, to the requirements of the non-Wofford agencies and institutions involved, and to the degree requirements of the college.

The Office of the Chaplain

The Chaplain is available to students and all other persons of the college community—faculty members, administrators, staff members, and parents—for personal counseling.

The Office of Career Services and Placement

The Office of Career Services and Placement offers a wide variety of career development services for Wofford students, prospective students, and alumni. To assist those exploring career options, the staff offers vocational preference testing, counseling, and other resources designed to enhance self-awareness, to widen awareness of career possibilities, and to develop opportunities for work experience. A comprehensive career library provides access to graduate school information, corporate recruiting literature, and various books and videos that assist students searching for jobs or seeking admission to graduate or professional schools.

For seniors or alumni the staff offers additional services including assistance in the preparation of resumes and business correspondence, the development of job-search strategies, and the identification of potential employers or graduate programs. The office notifies students of job opportunities in which they may have interest, and it coordinates campus interviewing by employers and professional schools.

Student Health Services

The college maintains on campus an infirmary staffed by a registered nurse, with college physicians on call. Preventive as well as remedial attention is given.

The comprehensive fee paid by a resident student entitles him or her to medical care by the college nurse or college physicians in ordinary cases of sickness. Bed care in the infirmary is available for a limited time for minor illnesses when necessary. The fee does not provide, and the college does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals.

A voluntary program of health insurance coverage is offered for purchase through the college. It is strongly recommended that students who have no such coverage avail themselves of this insurance opportunity; all non-immigrant international students are required to do so. Details of the insurance plan are made available to students prior to registration each fall.

Wofford participates in a referral program operated by the Spartanburg Alcohol and Drug Abuse Commission so that when the need is indicated, students and employees may receive professional counseling and assistance.

Student Employment

A limited number of part-time jobs are available on the campus and there are also opportunities for part-time off-campus employment in Spartanburg. Students who are interested in securing part-time work should consult with the Coordinator of Student Employment in the Career Services Office.

While many Wofford students hold part-time jobs, experience has shown that in the freshman year only the most able students can hold regular outside employment of more than 10-20 hours per week and at the same time do satisfactory academic work. The first-year student therefore should be guided accordingly.

Financial Aid Services

Financial aid services are available in the Financial Aid Office (see *Catalogue* chapter on Finances). In addition, the chairmen of the academic departments can assist Wofford seniors by providing information regarding scholarships, fellowships, assistantships, and other financial aid for study in graduate and professional schools.

Residence Halls

The college operates six residence halls accommodating approximately eighty percent of the student body. Residence hall life is an important part of the educational experience at Wofford.

While a few single rooms are available, most residence hall rooms are designated for double occupancy. The rooms are equipped with basic furnishings: single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own drapes, pictures, bedspreads, rugs, and lamps if they wish to have them. In addition, residents are responsible for furnishing their bed linens, blankets, and towels.

Insofar as facilities permit, resident students, including freshmen, are assigned to rooms with requested roommates.

On each residence hall floor, student resident assistants, selected for their abilities to assist and advise their fellow students, help develop the residential community. They work with the Dean of Students to create an atmosphere conducive to the well-being of all students, and to develop among residents the recognition that they themselves must be responsible for maintaining such an atmosphere. Resident assistants also are alert to the needs of students who have academic or other personal problems.

Students are expected to maintain financial responsibility for the loss of personal belongings through fire or theft.

Religious Life

As a Christian institution related to the United Methodist Church, Wofford seeks to create a campus atmosphere congenial to the development of Christian character. The Methodist heritage fosters on the campus an ecumenical appreciation of many denominations and a free exchange of ideas.

Religious life activities under the direction of the Chaplain include regular Sunday morning worship services in Leonard Auditorium and weekly celebration of Holy Communion in Mickel Chapel. In addition, denominational groups have regular services and meetings, periodic lectures, forums, and convocations dealing with issues of religion and ethics are made available to the campus community.

Academic exposure of Wofford students to studies in religion and philosophy is assured by the requirement that each student successfully complete at least one course in each of the two departments before graduation. Each of the two also offers a major, as well as ample opportunity for students to take elective courses in the departments.

Student Regulations

Wofford's regulations and policies regarding campus life and student conduct are stated in the *Wofford College Student Handbook*. Included are statements on such matters as the use of alcoholic beverages, the prohibition of illegal drugs, the campus judicial system, the rights of due process, and policies regarding academic discipline and class attendance. The *Handbook* also contains in full the Code of Student Rights and Responsibilities. The *Handbook* is distributed to all students at the beginning of each academic year; all are expected to become familiar with the information in the *Handbook* and to keep it available for reference.

■ Automobile Regulations

A motor vehicle operated on the campus must be registered with the Public Safety Department within two working days after the vehicle is brought on campus. At the time of registering a vehicle, the operator will be given a copy of campus parking and traffic regulations, with which all are expected to be familiar and to comply.

■ Residence Regulations

All single full-time students, except those commuting daily from their parents' homes or the homes of other relatives (i.e., grandparents, aunts, uncles, or married brothers or sisters) are required to live in the college residence halls and to take their meals in the college dining hall. Exceptions may be granted by the college, upon application, to students who are in active military service or who are veterans of two years of military service, students who are regularly employed thirty-five hours or more each week and whose schedules would make living in the residence halls or taking meals in the dining hall impractical, or students who for reasons of health, certified by a physician or practicing psychologist, have residence or dietary needs which could not be met in the residence halls or dining hall.

Students taking fewer than nine hours in a semester must have special permission from the Dean of Students to live in the residence halls.

Each resident student pays a \$50 security deposit which is held by the college as long as the student reserves or resides in college housing. When there are residence hall damages for which a student is responsible, the student will be charged for them and the charges will be deducted from the deposit. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

Resident students who wish to retain rooms for another year must notify the Director of Housing and make a non-refundable \$200 room reservation deposit to obtain a room assignment for the next year.

Student Activities

Wofford maintains a program of student activities which complement and support the academic program in achieving the college's purpose.

■ Student Volunteer Services

Because part of the goal of the Wofford experience is to lead students to prepare for lives of service to their communities and to people generally, the college fosters a comprehensive program of student volunteer services, developed and coordinated by the Office of the Chaplain. In this program, student volunteers serve in a number of Spartanburg social agencies which provide services and assistance to people in need.

■ Organizations

Formal recognition of student organizations may be granted upon application to the Student Affairs Committee. Named and described below are the organizations which are currently recognized.

Academic, Service, and Honorary Organizations

Accounting Society: To provide a forum for open discussion and advancement of accounting in business, to supplement classroom offerings and enable students to gain a better understanding of accounting and its role in the business world.

Adventurers Club: To promote appreciation for ecology and to develop outdoor skills including backpacking, camping, canoeing, and whitewater kayaking.

Alpha Phi Omega National Service Fraternity: To develop leadership, promote friendship, and provide service to humanity.

Alpha Psi Omega: To recognize excellence in dramatic arts.

American Chemical Society, Student Affiliates: To promote and extend the understanding and study of chemistry through fellowship with those who are concerned with this field.

Association of African-American Students: To provide a favorable political, social, and cultural environment for students; to help black students learn to live as citizens in a changing society; to develop black student leaders; to open the campus to the black community.

Baptist Student Union: To provide religious activities for students through Bible study, discussions, retreats, and conferences.

Beta Beta Beta: To recognize and promote excellence in the study and understanding of biological science.

The Black Women's Group: To unite minority females in an educational atmosphere to achieve academic excellence, political awareness, and community outreach.

Blue Key National Honor Fraternity: To recognize juniors and seniors for academic and extracurricular leadership.

Debate Team: To develop skills and competition in reasoned argument.

Delta Phi Alpha: To honor excellence in the study of German and promote understanding of German literature and culture.

Economics Society: To provide a forum for free and open discussion of economic concerns of importance, to supplement the classroom offerings in economics, and to provide an outlet for student ideas.

Fellowship of Christian Athletes: To confront athletes, and through them, other youth, with the challenge and adventure of accepting Jesus Christ as Lord and Savior.

International Club: To encourage study abroad; to act as a support group for students studying abroad and those preparing to do so; to aid in the readjustment of students returning from study abroad; and to promote international interest on campus.

Mu Beta Psi: To recognize students for contribution and service to campus music organizations.

Norman C. Armitage Societe d'Escrime: To devote itself to the preservation of the fencing arts and the development of individual fencing skill.

Phi Alpha Delta: To foster interest in legal careers and disseminate information concerning all aspects of the legal profession.

Phi Beta Kappa: To encourage academic excellence by honoring persons elected on the basis of scholarly achievement, high character, and special extracurricular intellectual attainments.

Pi Delta Phi: To recognize outstanding scholarship in French language and culture.

Pre-Medical Society: To acquaint pre-medical students with the field of medicine and further their interest in the profession.

Pre-Ministerial Society: To provide students with activities and information relating to careers in the ministry.

Psi Chi: To further interest and educational inquiry into all aspects of scientific psychology.

Scabbard and Blade: To raise the standard of military education in American colleges and universities; to encourage and foster the essential qualities of effective officers; to promote fellowship among the cadet officers; and to sponsor civic, recreational, and charitable activities.

Senior Order of Gnomes: To gather together and recognize two to four of the most prominent and influential members of the senior class.

Sigma Delta Pi: To honor students for excellence in the study of the Spanish language.

Society of Physics Students: To advance and share knowledge of the science of physics and to encourage student interest in physics throughout the academic and local communities.

Theatre Workshop: To provide an outlet for Wofford students to express themselves through the dramatic arts.

Wofford College Campus Union: To coordinate the various aspects of campus life through the student assembly and its committees.

Wofford College Heritage Club: To unite its members in fellowship and in cooperative effort with the College community toward the fulfillment of the purposes of the College.

Wofford College Young Democrats Club: To provide an organization for students who are Democrats to express themselves politically.

Wofford College Young Republicans: To provide students with the opportunity to participate in the political process on a national, state, and local level.

Music Organizations

Glee Club: To give qualified students the opportunity to develop and use choral music skills. The Glee Club makes numerous public appearances.

Goldtones: To give selected students opportunity to sing a cappella in a small group. The Goldtones make numerous public appearances.

Women's Ensemble: To give qualified students the opportunity to develop and use choral music skills. The Women's Ensemble makes numerous public appearances.

Gospel Choir: To develop an appreciation for gospel music. The Gospel Choir develops fellowship through the practice and performance of gospel music.

Concert Choir: To give qualified students the opportunity to develop and use choral music skills in a coeducational choir. The Concert Choir makes numerous public appearances.

Pep Band: To give students with previous instrumental experience the opportunity to develop their musical skills through rehearsals and public appearances at athletic and other college events.

Wofford Singers: To give selected students the opportunity to perform in a show choir for college and civic functions.

Social Fraternities

Interfraternity Council is the executive body for six of the eight national Greek fraternities on campus. The council arbitrates fraternity disputes and handles all interfraternity social affairs in addition to administering fall rush.

The social fraternities for men at Wofford are:

Kappa Alpha	Pi Kappa Alpha
Kappa Alpha Psi	Pi Kappa Phi
Kappa Sigma	Sigma Alpha Epsilon
Omega Psi Phi	Sigma Nu

The Wofford College Panhellenic Council is composed of representatives from all eligible women's fraternities and sororities on campus. The council is responsible for local panhellenic operation in accord with National Panhellenic Conference policies and procedures and for developing and maintaining fraternity life and interfraternity relations at a high level of accomplishment.

The social fraternities for women at Wofford are:

Kappa Alpha Theta
Kappa Delta
Zeta Tau Alpha

Represented at Wofford are two sororities affiliated with the National Pan Hellenic Conference. These are not Wofford College organizations, but are local chapters that accept members from all area colleges:

Alpha Kappa Alpha
Delta Sigma Theta

Athletics

Wofford's program of intramural sports provides for the organization and participation of intramural teams in various sports, including softball, touch football, basketball, racquetball, tennis, and volleyball. All students are urged to participate in these sports because of their influence upon the building of healthy bodies and the development of character.

Recognizing that a program of intercollegiate athletics conducted in accord with high amateur standards is also an important part of college life, Wofford fields intercollegiate teams in football, basketball, baseball, cross country, tennis, golf, soccer, and volleyball. The college is a member of the National Collegiate Athletic Association and conforms to its rules and requirements.

Publications

A Publications Board composed of students and faculty members exercises financial control over the three principal student publications and elects their editors and assistant editors. In addition, the board 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 campus newspaper; the *Journal*, a literary magazine; and the *Bohemian*, a yearbook.

The publications afford excellent training in journalism and in business management to those students who have special aptitude in those fields. Interested students are assisted and encouraged by the faculty in their efforts.

The *Old Gold and Black*, edited by the students, presents reports of news and happenings on the campus, together with editorial comments and interpretations of matters of special interest to students.

The *Journal*, established in 1889, is intended to represent the best intellectual life of the student body. It publishes stories, poetry, essays, drawings, and photographs. It is produced once or twice during the school year.

The *Bohemian* is published annually near the close of the year. It is a record of student activities and achievements for the year—literary, scholarly, athletic, social, and religious—and it includes photographs of various college organizations, campus scenes and buildings, and individual students, faculty, and staff.

Standards governing student publications are printed in the Code of Student Rights and Responsibilities.

Awards

The following awards are among those given through the college in recognition of excellence in various achievements and qualities:

Academic Major Awards: Given by faculty to outstanding seniors for academic excellence.

Charles E. Cauthen Award: Given to a member of the Kappa Alpha Order for academic achievement.

Helmus Poetry Prizes: Given for outstanding achievement in the writing of poetry.

Journal Awards: Given for outstanding achievement in the writing of short stories.

Military Science Awards: Awarded by various organizations to students enrolled in military science for outstanding character, performance, and potential for service.

Music Awards: Given for outstanding achievement in the performance of choral and instrumental music.

American Legion Award: Given to a senior for demonstration of academic excellence, courage, and campus citizenship.

Outstanding Citizen Award: Given to the senior who has made the greatest contribution in service to the college.

Who's Who Among Students in American Universities and Colleges: Bestowed upon a select group of seniors in recognition of excellence in scholarship, leadership, campus citizenship, service to the college, and promise of usefulness to business and society.

The Algernon Sydney Sullivan Award: Awarded annually by the college through the benefaction of the Southern Society of New York to two men, one a member of the senior class, the other a non-student, in recognition of nobleness and humanitarian qualities of character.

The Mary Mildred Sullivan Award: Awarded annually to two women, one a senior student, one a non-student, in recognition of humanitarian character and in memory of Mary Mildred Sullivan, a woman of rare gifts, overflowing love, and unending benevolence in the service of mankind.

The William Stanley Hoole Award: Named after William Stanley Hoole, class of 1924 and captain of the 1923 Wofford College football team, and awarded annually to the senior intercollegiate athlete with the highest academic average.

The William James McLeod Award: A silver bowl and an honorarium presented annually to a graduating senior whose leadership contributions at Wofford College best typify the ideals of dedicated and responsible service exemplified by the life of William James McLeod, who was a merchant and farmer of Lynchburg, South Carolina, known for his service to his nation as an infantry officer, his state as a public official, the church as a Methodist layman, and Wofford College as a member of its first Board of Advisors from 1888 to 1890.

The Charles J. Bradshaw Award: A silver bowl presented to a senior varsity athlete whose academic, leadership, and citizenship contributions at Wofford College best typify the ideals and contributions of Charles J. Bradshaw, student body president in the Class of 1959, whose example as parent, churchman, public-spirited citizen, and practitioner of the American business system has brought honor to his alma mater.

The President's Award: Given in those years in which a senior has made unusual contributions to the college.

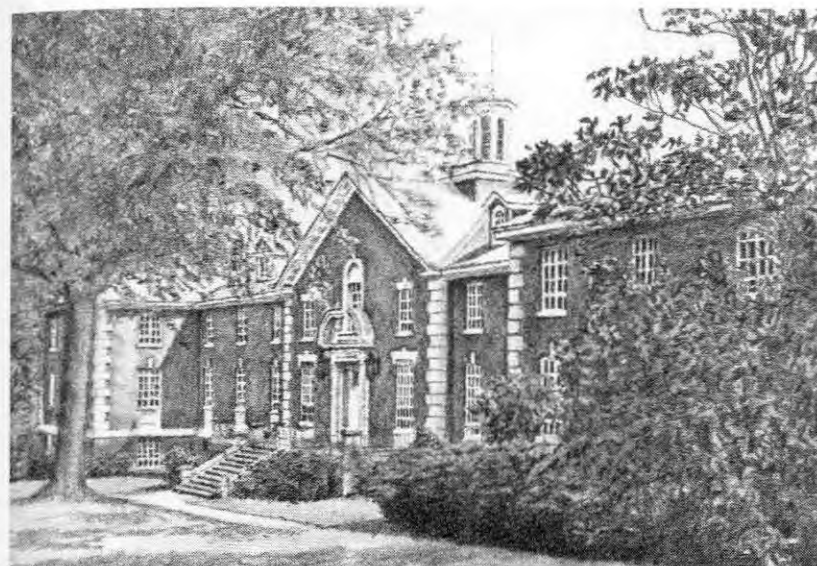
The Walter E. Hudgins Award: A medallion and a cash prize from an endowment fund created with memorial gifts and a bequest from the estate of Dr. Walter Hudgins, who was Professor of Philosophy at Wofford from 1972 until his death in 1986, to honor students who not only perform well in class but also display intellectual curiosity and zest for learning and life outside the regular academic curriculum.

The Presidential Scholar Award: Given to a rising junior or senior selected annually to plan and conduct a year of study and travel in developing nations of the world. A stipend covers costs. This unique opportunity is provided by a friend of the college to expose students to the diversity of cultures and problems which define the contemporary world.

The Arthur B. and Ida Maie S. Rivers Award: Presented annually to the member of the senior class who most exemplifies traits of integrity, virtue, gentleness, and character. This award is supported by an endowment fund given by Colonel (Ret.) R. Stafford Rivers, of Columbia, South Carolina, in memory of his parents.

The Switzer/Pi Kappa Phi Fraternity Leadership Award: Presented annually to the senior member of Zeta Chapter of Pi Kappa Phi who best exemplifies the standards of excellence in leadership, academics, and social responsibility that are the foundations of both Wofford College and the fraternity. The award plaque and the permanently displayed cup are given by James Layton Switzer, Class of 1980, and Paul Kent Switzer, Class of 1977.

Finances



Walter K. Greene Hall, 1950

Fees

For each academic year, the Board of Trustees of the college establishes comprehensive fees for resident and commuting students. These fees are set at the levels required for meeting the costs of the college's program, after those costs have been offset at the rate of more than \$2,000 per student by endowment and other investment earnings and annual gifts from alumni, parents, businesses, United Methodist churches, and other friends of the college.

The schedule for 1993-94 fee payment was set as follows:

	Payment Period 1	Payment Period 2
Resident student	\$8,600	\$7,030
Commuting student	\$6,300	\$5,180

The first payment period includes the fall semester and the Interim. The fee is due prior to registration for the fall semester. A student who matriculates for the fall semester is responsible for payment for the entire period even if he or she elects not to attend the Interim. The second payment period is for the spring semester and payment is due prior to registration for that semester.

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 (but note that the staff of the annual has the authority to make additional charges for personal photographs appearing in it) and subscriptions to other student publications, admission to 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 college administration.

The comprehensive fee does not include the \$50 security deposit which must be paid by each resident student. This deposit is held by the college as long as the student reserves or resides in college housing. When there are residence hall damages for which a student is responsible, the student will be charged for them and the charges will be deducted from the deposit. The deposit balance must be restored to \$50 by the beginning of the next fall semester during which the student will reside in college housing. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

The comprehensive fee also does not include coverage for the costs of travel, subsistence, or activities on foreign trips or other off-campus travel.

Students enrolled in courses totaling less than nine semester hours pay tuition on a credit-hour basis. The current charge per credit-hour may be obtained from the Registrar or the Controller.

Persons other than full-time Wofford students are charged for auditing a course. The current charge may be obtained from the Registrar or the Controller.

Summer fees are shown in the summer session brochure.

Regulations Regarding Payments

1. All students must pay comprehensive fees before registering, and resident students must pay before being permitted to occupy college housing. Payment of fall semester fees by August 15 and spring semester fees by January 15 is recommended in order to avoid delays in registration or room assignments. Any scholarships or grants are credited to students' accounts at the beginning of each semester.
2. Return of any portion of the comprehensive fee will be made only in the case of permanent withdrawal or other separation from the college and on the following basis:

When the Student Has Been Enrolled	Portion of Refundable Comprehensive Fee Returned
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

Room assignments are made on a semester basis. Therefore, there will be no refund of the portion of the comprehensive fee applicable to "room."

3. The *Student Handbook* explains policies related to fines, returned checks, and other miscellaneous charges which students may incur. Students who do not clear all debts to the college in accordance with stated policies will be separated from the college.
4. Transcripts will not be issued by the Registrar to or for students or former students who have financial obligations to the college, including payment due on any student loans made under federally governed programs administered by the college's Financial Aid Office.
5. In all laboratory courses, students are required to pay the cost of replacement of apparatus and materials broken or damaged.

Reservation Deposits

Both resident and commuting students are required to pay non-refundable deposits to reserve their places in the student body for the next year. The amount of required deposit is \$200 for resident students and \$150 for commuting students. The deposit is credited to the student's account and is therefore deducted from the comprehensive fee due at the time of payment for the fall semester.

All reservation deposits paid, including those paid by entering freshmen and transfer students, are non-refundable.

Currently enrolled students who plan to return to the college for the fall semester are expected to pay their reservation deposits in the spring semester by the announced due date. No student may pre-register for fall semester courses unless the deposit has been paid. In the case of resident students, room assignments for the fall semester will not be made before the deposits are paid. Because campus housing space is in demand, there are no guarantees that rooms will be available for those who do not pay the deposit by the due date.

Financial Assistance

Wofford College helps many students meet their educational expenses through its financial aid program, which is supported by federal and state funds, by gifts from friends, and by the college's own resources. The aid programs, policies, and procedures are described in detail in a financial aid brochure available from the Admissions Office or the Financial Aid Office.

Most assistance at Wofford is awarded on the basis of financial need, but significant amounts are awarded on the basis of scholarship, leadership, athletic ability, or career plans. Application for financial aid should be made through the Financial Aid Director, who will seek to arrange a grant, scholarship, loan, or employment, or a combination of these for which the student is eligible. Applicants for aid based on financial need must submit the financial information necessary to determine the assistance for which they are eligible. Appropriate forms may be obtained from high school guidance offices or from the financial aid office at any college or university.

Through gifts made by generous friends of the college, a number of academic scholarships have been established. The criteria for the scholarships vary, but most require recipients to maintain a grade-point average of 2.75 and have financial need not met by other scholarships or grants. Good citizenship is required to maintain any college scholarship.

For the semesters and Interim, aid is available in the form of scholarships, grants, employment, and loans. Aid is limited for summer school, although loans and work are sometimes available. Federal Pell Grants may be used during the summer, although students are encouraged to spend that entitlement during the regular semesters. Wofford scholarships normally are not available in the summer.

Aid based on financial need may not be awarded in excess of the amount required for meeting the student's educational expenses. This means that for a resident student no Wofford scholarship or grant, and no combination of awards which includes a Wofford scholarship or grant, may exceed the total of the comprehensive fee and an allowance for books; and for a commuting student no such scholarship, grant, or combination of awards may exceed the total of tuition and fees and an allowance for books. In no case may the book allowance exceed the college's budgeted allowance for books and supplies.

■ Rule On Satisfactory Academic Progress

To receive assistance from the federal aid programs—Pell Grants, Supplemental Grants, Work-Study, Perkins National Direct Student Loans, Stafford Student Loans (formerly called Guaranteed Student Loans), Parent Loans for Undergraduate Students—or from funds controlled by Wofford's Director of Financial Aid, a student must not owe a refund on federal grants received, must not be in default on a loan from a student loan fund, and must maintain satisfactory progress in his or her course of study.

Satisfactory progress requires that the student's grades be above the level for exclusion (scholarships require a grade average of 2.75). Academic exclusion is determined on the basis of the student's cumulative grade-point average, as explained elsewhere in this *Catalogue*.

In addition, satisfactory progress requires the student to earn twenty-four semester hours each academic year (September-August) if enrolled full-time. For the part-time student the requirement of hours earned for satisfactory progress will be prorated on the basis of the student's enrollment status (half-time, three-quarter time, etc.). A student should consult the Director of Financial Aid to determine the number of hours required in his or her individual case.

Upon re-entering the college, the excluded student may re-establish satisfactory progress by (1) earning grades which are high enough to bring the cumulative grade-point average to the level required to remain in school, or (2) earning a current grade-point average of 2.0 on at least twelve hours. (See the *Catalogue* section on Academic Probation and Exclusion.) The student will not be given federal or college funds controlled by the Director of Financial Aid until that has been done. The student will be evaluated at the midpoint of the regular semester in which he or she re-enters the college, and if satisfactory progress has been re-established, payment of aid for which the student had otherwise been eligible will be made retroactively for the whole semester, provided funds are available at that time. If satisfactory progress is re-established in a summer term, the student is not eligible for aid until the beginning of the next term or the next semester. Awards will then be made if funds are available. Exceptions to exclusion granted through the appeal process to the Registrar will not reinstate financial aid until the student has re-established satisfactory progress as outlined above.

Further, awards to students of federal funds and Wofford funds controlled by the Director of Financial Aid will be limited to ten semesters of enrollment (two summer terms count as one semester). Eligibility for less than full-time students will be prorated. For loan programs there are maximum amounts which can be borrowed while pursuing an undergraduate degree. Certain college funds (academic scholarships and Tuition Exchange awards, for example) are limited to eight semesters.

A student losing aid because of unsatisfactory academic progress will be informed by the Director of Financial Aid. If a student feels that there are extenuating circumstances and wishes to appeal the withdrawal of aid, he or she must file a request in writing to the Director of Financial Aid within ten (10) days of being notified by the Director that he or she is no longer eligible for financial aid. The appeal will be reviewed by the Financial Aid Committee, and the student will be notified of the Committee's decision.

■ Grants and Scholarships

The Scholars Programs — A number of four-year scholarships ranging in value from \$1,000 to almost \$16,000 per year are awarded annually to selected incoming freshmen on the basis of exceptional scholarship and leadership. Financial need is not a consideration. Unless otherwise specified, the selection of the recipients of these scholarships is based on competition held during the applicant's last year in high school. Candidates may be nominated by participating high schools. Students who think they may qualify for this scholarship program should ask their guidance counselors or members of the Wofford admissions staff for more information.

A smaller number of scholarships are available to Wofford seniors for one year and to juniors for two years. Selection of the recipients is based on exceptional scholarship and leadership and on recommendation by the faculty.

Wofford College Merit Scholarships — In cooperation with the National Merit Scholarship Corporation, Wofford College awards scholarships each year to National Merit Finalists who have designated Wofford as their first-choice college.

Wofford General Academic Scholarships — These awards normally range from \$500 to \$3,000 per year on the basis of financial need and grade-point average (2.75 minimum). They are awarded annually, but are renewable. They are funded in most part by the general and endowed scholarships listed in this section.

Ministerial Scholarships — Ministerial students and children of United Methodist ministers may, upon application to the Director of Financial Aid, receive grants in accordance with the following schedule:

Ministerial students, all denominations:	\$1,000 per school year
Children of United Methodist ministers:	\$1,000 per school year

A student preparing for the ministry and accepting grants under this provision will be required to sign notes which will be cancelled upon his or her being received into full connection with a United Methodist Conference or being commissioned under the General Board of Missions of the United Methodist Church or being ordained in a church of another denomination.

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

Athletic Grants — Athletic grants-in-aid are available in most sports. Applications should be made with the Director of Athletics.

Tuition Exchange — Tuition Exchange is a program whereby students whose parents are employed by other participating colleges and universities may receive a waiver of tuition to attend Wofford. Because a large number of students have chosen to attend Wofford under Tuition Exchange, there is only a limited number of openings for additional students under the program.

Army ROTC Scholarships — The United States Army offers financial assistance to qualified students in the form of four-year and three-year scholarships and reserve force duty two-year scholarships. These ROTC scholarships pay eighty percent of college tuition and cover textbooks, laboratory fees, and other miscellaneous academic expenses. In addition, a scholarship student receives a tax-free allowance for up to ten months of each school year that the scholarship is in effect. The four-year scholarships are awarded on a competitive basis to high school seniors who are about to enter college as freshmen. Any full-time student at Wofford may apply to compete for the three-year and two-year scholarships. The key factors considered in the selection process for these scholarships include academic standing, leadership ability, and general motivation.

Federal Pell Grants — These grants are awarded directly to students by the federal government. The amount for which a student is eligible is determined individually by the U. S. Department of Education. Application is made on forms available from high school guidance offices or from college financial aid offices.

Federal Supplemental Educational Opportunity Grants (SEOG) — These are awarded by the college from funds it receives from the federal government to a limited number of students with financial need.

South Carolina Tuition Grants — The Higher Education Tuition Grants Program is funded by the South Carolina General Assembly to assist South Carolina residents who are enrolled in independent colleges in the state. The awards are based on need and merit. Application forms are available through high schools, college financial aid offices, and the Independent Colleges and Universities of South Carolina, Inc., P.O. Box 12159, Columbia, South Carolina 29211. Tuition grants are made for one year but may be renewed.

Assistance to Veterans — Certain veterans and children of deceased veterans are eligible for a monthly allowance from the Veterans Administration. An office of the Veterans Administration should be consulted for details.

Vocational Rehabilitation Scholarships — The South Carolina Vocational Rehabilitation Department awards scholarships to certain persons having vocational handicaps due to physical disabilities.

Private and Regional Grants —

Milliken & Company Scholarships — These grants provide \$2,000 per year to employees or to sons or daughters of employees of Milliken & Company on the basis of scholarship, character, and need. They are awarded through the Independent Colleges and Universities of South Carolina, Inc.

J. E. Surrine Scholarships — The Surrine Scholarship Fund was established by Joseph E. Surrine as a memorial to his parents. The Fund assists worthy students from Greenville County, South Carolina. Information can be obtained from the Surrine Scholarship Program, P.O. Box 2848, Greenville, South Carolina 29602.

Kittie M. Fairey Scholarships — This program was established by Mrs. Kittie M. Fairey to assist eligible students attending colleges and universities in South Carolina. The scholarships are administered by the Kittie M. Fairey Scholarship Fund, Trust Department, South Carolina National Bank, Columbia, South Carolina 29202.

C. G. Fuller Scholarships — This fund was established by Mr. C. G. Fuller to assist deserving and needy students from South Carolina who are attending schools in the state. Information may be obtained from the C. G. Fuller Scholarship Fund, NationsBank, P.O. Box 2307, Columbia, South Carolina 29202.

Student Employment

Part-time jobs for students are sometimes available on the campus and in the community. Application for such work should be made to the Coordinator of Student Employment in the Career Services Office. The largest work program is known as *Federal Work-Study*. It is supported by federal funds and provides assistance to students who have financial need. The college also offers a number of jobs without regard to students' financial need.

Student Loans

Several loan programs are available to meet educational expenses and are administered through the Financial Aid Office on the basis of financial need. Inquiries should be made to the Director of Financial Aid.

Federal Perkins National Direct Student Loans — This program provides loans for students who are enrolled at least half-time. Repayment of principal and five percent interest begins after the student leaves college.

Federal Stafford Student Loans — This program, formerly called Guaranteed Student Loans, allows middle-income students to borrow from a participating bank, state agency, or other financial institution. Repayment of principal and eight percent interest begins six months after the student leaves college. The interest rate increases to ten percent beginning with the fifth year of repayment.

Unsubsidized Federal Stafford Student Loan Program — This program is similar to the Federal Stafford Student Loan Program except it is not based on financial need and the student pays the interest on the loan while in school.

Federal Parents Loan for Undergraduate Students (PLUS) — This federal program permits parents to borrow up to \$4,000 per year for each student. There are attractive provisions for repayment with periods extending up to ten years. Repayment begins sixty days after disbursement. The interest charge is variable.

United Methodist Student Loans — Students who are members of the United Methodist Church may borrow \$1000 per academic year.

The Pickett and Hatcher Endowment Fund — This fund provides low-interest loans for needy students studying the liberal arts. Information may be obtained by writing to the Pickett and Hatcher Educational Fund, P.O. Box 8169, Columbus, Georgia 31908.

Knight Tuition Payment Plan, Inc. — This program allows payment of tuition and fees on a monthly basis for up to four years. Information may be obtained by writing to Knight Tuition Payment Plans, 855 Boylston Street, Boston, Massachusetts, 02116 or by calling 1-800-255-6783.

Wofford College Loan Funds — Donors have sometimes given the college amounts to be used for student loans. These gifts have been used to provide the required matching funds for the Federal Perkins National Direct Student Loan program.

■ **Endowed Scholarships**

Following are the funds at Wofford College from which annual scholarships are awarded. The funds are part of the college's permanent endowment. Awards are made annually from interest earned by the endowment. Today, the minimum endowment required before a scholarship fund's earnings may be awarded is \$15,000. A full tuition scholarship for one student for one year requires an endowment of \$225,000. Persons interested in information about establishing an endowed fund should contact the Development Office.

Persons needing information about applying for financial assistance should contact the Financial Aid Office. *It is not possible for students to apply for any of the following scholarships individually; students who have completed the application for financial aid at Wofford will automatically be considered for all of these scholarships for which they may be eligible.*

Each of the funds requires that scholarship recipients be outstanding in character, academic achievement, and potential for contribution to society; some have additional requirements for eligibility. Such additional conditions are noted below in the descriptions of the individual funds.

The John Pope Abney Memorial Scholarship Fund was established in 1983 with a gift of \$500,000 from The Abney Foundation of Greenwood, South Carolina, in memory of John Pope Abney, a member of the Class of 1904. In 1993, its principal had grown to \$1.6 million, making it the largest scholarship fund administered by the college. Awards from the fund are reserved for students who meet part of their educational expenses through participation in the college's work or athletic programs.

The George Cotton Smith Adams Endowed Scholarship Fund was established by his widow, Adaline Holaday Adams, and their sons, Charles Edward Adams and George Holaday Adams. The family's gift was received in memory of Dr. Adams, Chairman of the Department of Foreign Languages at Wofford from 1959 until his retirement in 1976. Awards from the fund are reserved for students of foreign languages.

The Eugene F. Alexander Memorial Endowed Scholarship Fund was established in 1986 by friends and family members in memory of Eugene F. Alexander, beloved head basketball coach at Wofford from 1958 to 1977. Preference for awards from the fund is given to members of the men's basketball team.

The Paul and Cathryn Anderson Endowed Scholarship Fund was established in 1987 by Paul Anderson, Class of 1930 and a native of White Stone, South Carolina, and his wife, Cathryn Anderson, a native of Birmingham, Alabama.

The Bernard M. Baruch Scholarship Fund was established by Mr. Bernard M. Baruch of New York, New York, and Georgetown, South Carolina, in February 1939.

The Robert P. Bethea Endowed Scholarship Fund was established in 1986 by Dr. Robert P. Bethea, Class of 1965, of Columbia, South Carolina.

The Bishop-Booth Memorial Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. S. Hart Booth, Jr., in memory of their parents, Mr. and Mrs. Robert Joseph Bishop, and the Reverend and Mrs. Stannie Hart Booth. Mr. Booth was a member of the Class of 1931. Awards from the fund are reserved for students who have financial need.

The Walter Booth Memorial Endowed Scholarship Fund was established in 1989 in memory of Walter "Peg" Booth, assistant in the college's football program and friend of Wofford athletics for many years, by the family of Coach Conley Snidow and other friends of Mr. Booth. Awards from the fund are reserved for student-athletes.

The E. Talmage Bowen Endowed Scholarship Fund was established in 1981 with an unrestricted bequest from Mr. Bowen's estate. Mr. Bowen was a member of the Class of 1917. Awards from the fund are reserved for students who have financial need.

The Boys' Home of the South Endowed Scholarship Fund was created in 1985 with a bequest from Mrs. Byrd B. Holmes of Greenville, South Carolina. Awards from the fund are reserved for young men who have been living at the Boys' Home of the South in Belton, South Carolina.

The William H. Brabham Memorial Endowed Scholarship Fund was started in 1985 by family members and friends in memory of William H. Brabham, Class of 1971. Preference for awards from the fund is given to students who demonstrate financial need, have completed satisfactorily at least one semester at Wofford, and plan to major in history. Within these parameters, priority is given to children of United Methodist ministers.

The Thomas N. Brittain Endowed Scholarship Fund was established in 1985 by members of the First United Methodist Church of Myrtle Beach, South Carolina, in honor of Tom Brittain, Class of 1947, who was minister there for many years. Priority for awards from the fund is given to United Methodist students with demonstrated financial need and interest in ministry.

The Albert Bryan Bullington, Sr., Memorial Endowed Athletic Scholarship Fund was established in 1987 by family members and friends in memory of A. B. Bullington, Class of 1933. Priority for scholarships from the fund is given to students who participate in Wofford's intercollegiate basketball program.

The E. C. Burnett, Jr., and Lucy B. Burnett Endowed Scholarship Fund was established in 1989 by their children, Judge E. C. Burnett, III, Class of 1964, of Spartanburg, and Mrs. Glenna Burnett Bowen of Kingsport, Tennessee. Preference for awards from the fund is given to pre-law students from South Carolina who demonstrate financial need and express leadership in extra-curricular activities.

The Professor and Mrs. Charles E. Cauthen Scholarship Fund was established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen, Class of 1917, served on the faculty from 1943 to 1964. Awards from the fund are reserved for students who demonstrate financial need.

The Cecil Family Endowed Scholarship Fund was established in 1983 in memory of Levi Moffitt Cecil and Inez Felder Cecil by their son, Richard F. Cecil, Class of 1934, and his brothers and son, all of whom attended Wofford College. They include Moffitt, Class of 1935; Charles, Class of 1939; Henry, Class of 1942; Robert, Class of 1945; and Richard F., Jr., Class of 1966.

The Virginia L. Chaplin Endowed Scholarship Fund was established in 1983 by Alec H. Chaplin, Class of 1961, in honor of his mother, Virginia L. Chaplin. Awards from the fund are reserved for students who have financial need.

The Dr. James Alburn Chiles, Sr., and Dr. James A. Chiles, Jr., Memorial Scholarship Fund was established in the will of Marie D. Chiles. Dr. James A. Chiles, Jr. was a member of the Class of 1931.

The Allen O. Clark Memorial Endowed Scholarship Fund was begun by friends and family members in memory of Allen O. Clark at the time of his death in 1980 and endowed by Mrs. Clark in 1986. Mr. Clark, Class of 1950, was a former president of the National Alumni Association and a loyal Wofford supporter. Awards from the fund are reserved for student-athletes.

The Class Endowed Scholarship Funds are provided by gifts from friends of the college and each class of alumni. Some gifts are made in honor and/or memory of classmates. The classes whose funds now exceed the minimum endowed level are: *Classes of 1918, 1921, 1923, 1924, 1926, 1927, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1939, 1940, 1941, 1943, 1947, 1950, 1952, 1954, 1955, 1956, 1958, 1959, 1960, 1961, 1962, 1964, 1965, 1968, 1970, 1972, 1975, 1976, 1978, 1979, 1980, 1982, 1983, 1989, 1990-Talmage B. Skinner, 1991.*

The John B. Cleveland Endowed Scholarship Fund was established in 1976 by Mrs. Agnes Sandifer Stackhouse in memory of her grandfather, John B. Cleveland, Class of 1869, and a distinguished benefactor of Wofford College. The fund provides a scholarship for a freshman science student and for a rising junior or senior science student.

The Close Foundation Endowed Scholarship Fund was established in 1989 by the Close Foundation of Lancaster, South Carolina. The only criterion used in selecting recipients for scholarships from the fund is that they have demonstrated financial need.

The W. Scott Cogswell Scholarship Fund was established in 1978 by his family and friends in memory of W. Scott Cogswell, Class of 1968, a member of the football team, and an active alumni leader in Charleston, South Carolina. Awards from the fund are reserved for members of the golf team.

The Pierce Embree Cook Scholarship Fund was established by Mr. Robert J. Maxwell, Jr. of Greenville, South Carolina, in honor of the Reverend Pierce Embree Cook, Class of 1932. Awards from the fund are reserved for needy students aspiring to be United Methodist ministers.

The Alexander Copeland Memorial Endowed Scholarship Fund was established by Mrs. Kathleen Copeland in memory of her husband, Alexander Copeland, Class of 1908. Awards from the fund are reserved for students who have financial need.

The Wade A. Corn Memorial Endowed Scholarship Fund was established in 1986 by friends and family members in memory of Wade A. Corn, Class of 1950, a member of the undefeated 1949 football team and a friend of Wofford athletics. Mrs. Corn, sons Skip, Class of 1973, and Buddy, Class of 1976, and daughter Linda endowed the fund in 1987. Preference for awards from the fund is given to married student-athletes.

The W. J. Bryan Crenshaw Endowed Scholarship Fund was established in 1982 by members of Buncombe Street United Methodist Church and other friends of Dr. Crenshaw. The scholarship honors the Reverend Crenshaw, Class of 1943, for his service to the South Carolina Conference of the United Methodist Church and to Wofford College, to whose Board of Trustees he has given leadership as a member (1970-1982, 1984-) and Chairman (1978-82). Consideration in the award of this scholarship is given to promise of Christian leadership as a churchman.

The Francis E. Cronenberg Endowed Scholarship Fund was started in 1982 with gifts from friends and family members in memory of Francis E. Cronenberg, Class of 1929, of Leesburg, Florida, and in recognition of his loyalty to the college. His wife and daughter endowed the fund in 1987.

The Adam Cross Endowed Scholarship Fund was begun in 1989 by J. Russell Cross, Class of 1935, and his family, in memory of Adam Cross, an 1862 Wofford graduate. Preference for awards from the fund is given to members of Friendship United Methodist Church or other members of the community of Cross, South Carolina.

The Thornton W. and Arlene Webster Crouch Endowed Scholarship Fund was established in 1993 by Mr. and Mrs. Thornton W. Crouch of Hartsville, South Carolina. Mr. Crouch is a 1943 graduate of Wofford. Awards from the fund are reserved for students who demonstrate financial need. Preference in selection of recipients is given to residents of Darlington County and Dillon County, South Carolina.

The Ralph L. Crutchfield, Sr. Memorial Athletic Scholarship Fund was established in 1974 by Nell H. Crutchfield. Mr. Crutchfield was a member of the Class of 1926. Awards from the fund are reserved for male varsity athletes who demonstrate financial need.

The James Wilborn Cunningham Scholarship Fund was established in 1970 by the will of James Wilborn Cunningham, Class of 1911. Awards from the fund are reserved for students who have financial need.

The Eleanor Naylor Dana Endowed Science Scholarship Fund was established in 1983 with a gift from the Eleanor Naylor Dana Charitable Trust of New York, New York. Awards from the fund are reserved for students majoring in science.

The Charles E. Daniel Endowed Scholarship Fund provides awards annually to entering freshmen. Daniel Scholars receive tuition, fees, room, and board for a period of four years. The late Mr. Charles E. Daniel, industrialist and statesman, was devoted to promoting the development of orderly industrialization, improved transportation, and expanded educational opportunities in South Carolina and the region. In memory of Mr. Daniel, the Daniel family provided this scholarship for identifying and developing leadership.

The Dilla H. Darby Endowed Scholarship Fund was established in 1979 by Colonel James E. Darby in memory of his mother. Awards from the fund are reserved for students who have been residents of South Carolina for at least five years.

The John DePaul Darrall Memorial Scholarship Fund was established in 1989 as a memorial to John DePaul Darrall of Atlanta, Georgia, by T. Alexander Evins. Mr. Evins, a friend and neighbor of Wofford, was Mr. Darrall's roommate and fraternity brother at the University of Georgia. Preference for the award is given to a student who intends to major in one of the humanities and who possesses the ability to work well with others.

The Frank T. Davis Endowed Scholarship Fund was established in 1991 by the family of Frank Tradewell Davis, Sr., a member of the Class of 1923 who had a distinguished career as a banker in Atlanta, Georgia. Awards from the fund are reserved for students from South Carolina.

The Jesse B. Davis Family Endowed Scholarship Fund was begun in 1992 by Jessie B. Davis of Spartanburg, a long-time supporter of Wofford's athletic program. Awards from the fund are reserved for student-athletes.

The F. A. Dean Endowed Football Scholarship Fund was established in 1988 by Mrs. Lillie Mae Dean as a memorial to her husband, Mr. Francis Asbury Dean, Class of 1927. Preference for selection of recipients of awards from the fund is given to participants in the college's intercollegiate football program.

The Walter and Johanna Demopoulos Endowed Scholarship Fund was established in 1979 by the family to perpetuate an annual scholarship program initiated by the late Walter Demopoulos in 1954. Awards from the fund are reserved for student who demonstrate financial need.

The Magruder Dent Scholarship Fund was established in 1968 by the Dent family of Spartanburg to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from other textile-connected families.

The Phil Dickens Endowed Athletic Scholarship Fund was established in 1983 by friends, former players, and family of Phil Dickens, a most successful Wofford football coach (1947-52) who died in November 1983. Awards from the fund are made annually to one or more outstanding student-athletes from the football team.

The Harry Donald Dobbs Endowed Scholarship Fund was established by former students of H. Donald Dobbs, Professor of Biology and member of the Wofford faculty since 1955, in recognition of his outstanding commitment and leadership in classroom teaching. The scholarship is awarded to outstanding students majoring in biology.

The Mrs. Alfred I. duPont Scholarship Fund was established by Mrs. Alfred I. duPont for worthy students.

The Ralph A. Durham Scholarship Fund was established in 1975 by friends of Mr. Durham, Class of 1925, in appreciation for his outstanding service to South Carolina public secondary education and to Wofford College, to whose Board of Trustees he provided leadership for a number of years as a member and Chairman. The fund was endowed through a bequest from Mr. Durham. Awards from the fund are reserved for students from the public schools of South Carolina who have financial need.

The Joseph H. Dusenbury Endowed Scholarship Fund was established in 1990 by Mrs. Joseph H. Dusenbury of Spartanburg, to honor the memory of her husband, a long-time Spartanburg resident and employee at Milliken Research Corporation. Awards from the fund are reserved for students who have financial need, with preference given to students majoring in the sciences.

The William B. and Syble R. Evins Endowed Scholarship Fund was started in 1990 by Dr. and Mrs. William B. Evins of Greenville, South Carolina. Dr. Evins is a 1956 graduate of Wofford, and practices orthopaedic medicine in Greenville. Preference in making awards from this fund is given to student-athletes.

The Faculty Endowed Scholarship Fund was created in 1976 by a group of Wofford faculty members to assist students and to honor or remember members of the faculty.

The Fred W. Felkel Endowed Scholarship Fund was established in 1982 through the bequest of Fred W. Felkel, Class of 1909.

The Barbara Ferguson Memorial Endowed Scholarship Fund was established in 1990 through the leadership of Dr. J. R. Gross in memory of Mrs. Ferguson, a long-time friend of the Wofford Theatre Workshop. Awards from the fund are reserved for upperclassmen who have demonstrated interest and ability in the performing arts.

The Charles Madison Ferguson Memorial Endowed Scholarship Fund was created in 1986 by his wife, Janie Mayes Ferguson, and his daughter, Jane Ferguson Watson. Mr. Ferguson was a member of the Class of 1929. Awards from the fund are reserved for student-athletes.

The James G. and Laura E. Ferguson Endowed Scholarship Fund was established in 1985 by Mr. and Mrs. James G. Ferguson of Laurens, South Carolina. Mr. Ferguson is a member of the Class of 1936. Priority for scholarships from the fund is given to outstanding students who are participants in either football, basketball, tennis, or golf, and who plan careers in either business, medicine, or the ministry.

The Harvey Stafford Floyd Endowed Scholarship Fund was established by Mr. Floyd's daughters, Harriet Ann Floyd Sessoms of Atlanta, Georgia, and Lula Jane Floyd McClymont of Boston, Massachusetts in 1988. Mr. Floyd was a member of the Class of 1923. He was superintendent of schools at Ridge Spring, South Carolina, for ten years and was principal at Hamer and South Elementary Schools in Dillon County, South Carolina, for twenty-four years.

The George Waddell Fooshe Endowed Scholarship Fund was established by June Van Keuren Fooshe in 1979 in memory of George Waddell Fooshe, Class of 1895.

The J. E. Ford Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. J. E. Ford of Fairmont, North Carolina. Mr. Ford, a member of the Class of 1926, retired from public education in 1954 as superintendent of the Watts Mill, South Carolina, school which now bears his name. Awards from the fund are reserved for students who demonstrate financial need.

The Fortson Family Endowed Scholarship Fund was established in 1991 by Mr. and Mrs. Norman J. Fortson of Charlotte, North Carolina, in memory of C. Robert Heffner, Class of 1961, Director of Alumni Relations at Wofford, 1980-1984. Awards from the fund are reserved for students who have financial need.

The M. Alex Foster Endowed Scholarship Fund was established by M. Alex Foster, Class of 1933. The scholarship is awarded to graduates of Dorman High School in Spartanburg, who have financial need.

The Philip F. Foster, Jr., Endowed Scholarship Fund was established in 1982 in memory of Philip F. "Flip" Foster, Jr., Class of 1982, by his family and friends. The scholarship is designated for male students interested in careers in medicine or in other health-science professions.

The John Cary and Lilage Castles Fowler Endowed Scholarship Fund was established as a memorial by their family in 1989, including sons James R. Fowler, Class of 1952, John W. Fowler, and James R. Fowler, Jr., Class of 1982. Mr. Fowler, a 1920 Wofford graduate, was an educator prior to being named postmaster of Gaffney, South Carolina. Awards from the fund are reserved for student-athletes.

The Samuel Pate Gardner Endowed Ministerial Scholarship Fund was established in 1988 with a bequest from the estate of Mr. Gardner, Class of 1918, a hotel owner and real estate developer in the Murrells Inlet and Myrtle Beach areas of South Carolina. Proceeds from the fund are used for scholarships for pre-ministerial students.

The Rosanna Richards Gary Endowed Scholarship Fund was established in 1989 as a memorial by her son, W. Alan Gary, Class of 1972. Awards from the fund are reserved for students from Georgia.

The Sam A. George Endowed Scholarship Fund was established in 1972 by Mr. and Mrs. Sam A. George in honor of their son, a member of the Class of 1958. The elder Mr. George graduated in 1921.

The Georgia-Witan Endowed Scholarship Fund was established in 1986 by Wofford alumni from the Atlanta area, and was endowed in 1987. Awards from the fund are reserved for students from Georgia.

The Melvin I. Gibbs Endowed Scholarship Fund was established in 1983 by Mr. Jimmy Gibbs of Spartanburg in memory of his father, Melvin I. "Razor" Gibbs, Class of 1943, who earned sixteen letters as a Wofford athlete. His son chose a scholarship, awarded annually to an outstanding football recruit, as the best way to perpetuate his memory.

The J. Stokes Gillespie Endowed Scholarship Fund was established in 1987 by James Stokes Gillespie, Class of 1933, of Ridgewood, New Jersey.

The Glenn-Hardin Memorial Scholarship Fund was established by Mrs. Elizabeth G. Richardson of Chester, South Carolina, in 1960 as a memorial to John Lyles Glenn, Class of 1879, and Lyles Glenn Hardin, Class of 1935.

The Fred A. Gosnell, Sr., and Family Endowed Scholarship Fund was provided through the generosity of the late Fred A. Gosnell, Sr., Class of 1914, and his family. The fund provides scholarships for students who have financial need. Except for the three scholarships named in honor of Wofford College presidents, the awards are restricted to graduates of Dorman High School, Spartanburg, and of Chapman High School, Inman, South Carolina. Recipients are nominated by their high schools and selected by Wofford in the spring of each year. The scholarships awarded under the program include the following:

- Fred A. Gosnell, Sr., Scholarship — Named in honor of the founder of the program.
- Addie Sue Gosnell Scholarship — Named during Mr. Gosnell's lifetime in honor of Mrs. Gosnell.
- J. Holland Gosnell Scholarship — Named in memory of Mr. Gosnell's father, a distinguished Spartanburg County citizen and a leader in obtaining better public schools.

Cullen Bryant Gosnell Scholarship — Named in memory of Mr. Gosnell's brother, a graduate of Wofford College and a distinguished teacher of political science.

Susie G. Mangum Scholarship — Named in memory of Mr. Gosnell's sister.

Allen O. Clark Scholarship — Named for the late Allen O. Clark, a graduate of Wofford College and a distinguished educator, for many years principal of Dorman High School in Spartanburg, and later superintendent of Spartanburg County School District 6.

Paul M. Dorman Scholarship — Named for the late Paul M. Dorman, distinguished educator and for many years superintendent of Spartanburg County School District 6. Dorman High School is named in his honor.

Charles F. Marsh Scholarship — Named in honor of the seventh president of Wofford College.

Paul Hardin III Scholarship — Named in honor of the eighth president of Wofford College.

Joab M. Lesesne, Jr. Scholarship — Named in honor of the ninth president of Wofford College.

The Sidney M. Gosnell Endowed Scholarship Fund was begun by his family in 1982 in memory of Mr. Gosnell, Class of 1949, Superintendent of Public Schools in Gaffney, South Carolina.

The Thomas Henry Gossett Scholarship Fund was established by Mr. T. H. Gossett of Spartanburg for orphans from Spartanburg County or the state of South Carolina.

The W. L. Gray, Sr. Endowed Scholarship Fund was established by Dr. Wil Lou Gray in memory of her father, W. L. Gray, Class of 1876, and her brothers, Albert Dial Gray and Robert Coke Gray, for needy students.

The R. Earle Gregory and Ellen R. Gregory Endowed Leadership-Scholarship Fund was established in 1986 by Robert E. Gregory, Class of 1964, in memory of his parents. Awards from the fund are reserved for students who would not be able to attend Wofford College without financial assistance and who demonstrate a potential for leadership.

The Colonel and Mrs. Marcus S. Griffin Endowed Scholarship Fund was started in 1982. Col. Griffin was Professor of Military Science at Wofford from 1959-65, and remained at the college as Director of Financial Aid until his retirement in 1978.

The Niles E. and Ann L. Hanna Endowed Scholarship Fund was established in honor of Mr. and Mrs. Hanna by their children, J. Paul, Class of 1975, and Patricia, in 1988.

The DeWitt L. Harper Endowed Scholarship Fund was established in 1985 by Mrs. DeWitt L. Harper in memory of her husband, Class of 1921, a distinguished physician in Greenville, South Carolina. Preference in awarding scholarships from the fund is given to students planning to enter the medical and health service fields.

The Florence Andrews Helmus Scholarship Fund was established by Mr. A. J. R. Helmus of Spartanburg in honor of his wife.

The H. Moody Henry Endowed Scholarship Fund was established in 1990 in memory of Mr. Henry by his wife and daughter. Mr. Henry was a 1927 graduate of Wofford. Awards from the fund are reserved for a needy junior or senior student, with preference to those pursuing careers in the field of education.

The Boyd C. Hipp, II, Endowed Scholarship Fund provides awards for rising juniors who plan to enter the field of business. A committee interviews applicants and selects recipients, giving special consideration to self-reliance, initiative, and resourcefulness; ability to communicate clearly and effectively; successful relationships with people; energy and physical vigor; leadership capacity; and a desire to serve. The scholarship is provided through an endowment established by Boyd C. Hipp, II, Class of 1974. The scholarship may pay up to the amount of tuition and fees annually.

The Herman N. Hipp Endowed Scholarship Fund was established in 1990 in memory of Mr. Hipp by his widow, Jane F. Hipp, and their children, Edward F. Hipp, Class of 1980, H. Neel Hipp, Jr., Mary Hipp Haddow, and Gage Hipp Caulder.

The Neville Holcombe Endowed Scholarship Fund was established in 1982 by friends and family of Mr. Holcombe, Class of 1926, a distinguished Spartanburg attorney and former mayor of the city, in honor of his eightieth birthday. Awards from the fund are reserved for deserving pre-law students.

The Holler-Hobbs Scholarship Fund was established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr., her father, the Reverend A. E. Holler, and his brothers, Emory A., Eugene M., and the Reverend John D. Holler, and in honor of her brothers and nephews who attended Wofford College. Awards from the fund are reserved for students who have financial need.

The George J. Holliday, III, Memorial Scholarship Fund was established in 1969 by Mr. and Mrs. John 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. Awards from the fund are reserved for a member of the men's golf team.

The Marvin L. Holloway Endowed Scholarship Fund was established in 1983 by Marvin L. Holloway, Class of 1933, who announced his gift at the 50th reunion of his class. The scholarships are awarded to upperclass business students with outstanding academic records and strong leadership potential.

The Byrd B. Holmes Endowed Scholarship Fund was made possible through a bequest from Mrs. Byrd B. Holmes of Greenville, South Carolina.

The William Stanley Hoole Endowed Scholarship Fund was created in 1991 with a bequest from Dr. Hoole's estate. Dr. Hoole, who died in 1990 at the age of 87, was an author, scholar, teacher, and librarian, most notably serving as the dean of libraries at the University of Alabama. He was one of the few persons to hold three degrees from Wofford: an A.B. in 1924, an A.M. in 1931, and the honorary Litt.D. in 1954.

The Hucks-Jones Endowed Scholarship Fund was established in 1988 by Mr. Herbert Hucks, Jr., Class of 1934, and his wife, Sarah Steele Jones Hucks, of Spartanburg, in memory of their fathers, Herbert Hucks, Class of 1911, and Edward Samuel Jones, Class of 1894. Scholarships from the fund are awarded to a junior or senior majoring in French or German with at least a B+ average.

The James G. Huggin Endowed Scholarship Fund was established in 1984 primarily by his daughter and son-in-law and other members of the family to honor this Wofford graduate, Class of 1925, upon whom the college bestowed the Doctor of Divinity degree in 1954. Awards from the fund are reserved for students who demonstrate financial need. Priority in selection is given first to students from the area of High Point, North Carolina, then to other North Carolina students, and then students from outside North Carolina.

The A. Richard Johnston Endowed Scholarship Fund was established in 1988 in memory of Dr. Johnston, a 1932 Wofford graduate, by his sons: A. Richard Johnston, Jr., Class of 1963; John B. Johnston, Class of 1964; Harry L. Johnston, Class of 1968; and Kirkland S. Johnston, Class of 1974.

The Senator Olin D. Johnston Memorial Endowed Scholarship Fund was established in 1968 by Mrs. Olin D. Johnston of Spartanburg, in memory of her husband, Class of 1921. Awards from the fund are reserved for students who have financial need.

The Lewis P. Jones Endowed Scholarship Fund was created in 1987 by friends and former students of Lewis Pinckney Jones, Class of 1938, at the time of his retirement from the Wofford faculty as the William R. Kenan, Jr., Professor of History and Chairman of the Department of History. Dr. Jones was the senior member of the faculty when he retired, and is a noted scholar, historian, author, and speaker. Preference for awards from the fund is given to outstanding students with a serious interest in history.

The Douglas Henry Joyce Endowed Golf Scholarship Fund was established in 1988 by Douglas Henry Joyce, of Nashville, Tennessee, a member of the Class of 1979. Mr. Joyce is a former member of the Board of Directors of the Wofford College National Alumni Association. This scholarship is awarded to an outstanding student-athlete on the golf team.

The Kappa Sigma Endowed Scholarship Fund was established in 1990 in memory of William Gordon Lynn, Jr., Class of 1965 and a member of Kappa Sigma Fraternity, by his family and friends. Preference in selecting recipients of awards from the fund is given to upperclassmen who are members of Kappa Sigma and who are financially deserving. Recipients are selected by a committee composed of the Director of Financial Aid at Wofford and at least one alumnus representing the fraternity.

The John G. Kelly Endowed Scholarship Fund was established in 1975 as a memorial to John G. Kelly, Class of 1913, by family and friends. Awards from the fund are reserved for students who have financial need.

The Thomas Jeffrey Kennedy Memorial Endowed Scholarship Fund was established in 1992 by family members and friends of Thomas Jeffrey "Jeff" Kennedy, a 1975 Wofford graduate and a church and civic leader from Dillon County, South Carolina, who died in 1991. Awards from the fund are reserved for students from Dillon County.

The Kilgo Family Endowed Scholarship Fund was established in 1993 by family members and friends of John S. Kilgo, Sr., Class of 1932, and Robert L. Kilgo, Class of 1938, brothers who lived in Darlington, South Carolina, until their deaths in April 1991 and March 1992. Contributions made in memory of these two civic and church leaders went to Trinity United Methodist Church in Darlington, and the church and the Kilgo family subsequently requested that these funds be used to establish this scholarship fund at Wofford. Preference in selection of recipients for awards from the fund is given to students from Trinity United Methodist Church in Darlington, then to other students from Darlington County.

The William Light Kinney, III, Memorial Endowed Scholarship Fund was established in 1989 by the family and friends of William Light Kinney, III, a member of the Class of 1991. A native of Bennettsville, South Carolina, Mr. Kinney was the fourth generation of Kinneys to attend Wofford. He died in an automobile accident in July 1989. Preference for this award goes to male students who are members of the junior class. Recipients in good standing may maintain the award for their senior year.

The Furman Jenkins Knight and Richard Warren Knight Memorial Endowed Scholarship Fund was established by Mrs. F. Jenkins Knight in memory of her husband, Class of 1924, and her son, Class of 1962. Awards from the fund are reserved for students from South Carolina.

The James Allen Knight and Sally Templeman Knight Endowed Scholarship Fund was established in 1993 by Dr. James A. Knight of College Station, Texas. Dr. Knight is a member of the Wofford Class of 1941. Awards from the fund are reserved for students who demonstrate financial need.

The Paul and Katherine Knox Endowed Scholarship Fund was established in 1983 by friends of Paul Knox, Class of 1922, and his wife, Katherine, a graduate of Randolph Macon Woman's College, in recognition of their dedicated service to education. Awards from the fund are reserved for students who have financial need.

The Lancaster Family Endowed Scholarship Fund was established in 1993 by Mr. E. Clifton Lancaster of Spartanburg, a 1933 Wofford graduate, in memory of his father, Dr. S. T. D. Lancaster. Preference in making awards from the fund goes to students planning a career in medicine.

The James Todd Latimer Endowed Scholarship Fund was created by a bequest in 1983 from the estate of James B. Latimer, Class of 1909, of Anderson, South Carolina, in memory of his son, James Todd Latimer.

The William A. Law Scholarship Fund was established in 1937 by Mr. S. Clay Williams of Winston-Salem, North Carolina, as a memorial to Mr. William A. Law of Philadelphia, Pennsylvania, Class of 1883.

The Walter H. Lehner Memorial Endowed Scholarship Fund was established in 1991 in memory of Mr. Lehner by his family and friends as a tribute to his interest and enthusiasm for young people and for golf. Awards from the fund are reserved for student-athletes on the golf team.

The W. Raymond Leonard Endowed Scholarship Fund was established in 1973 by former students of W. Raymond Leonard, William R. Kenan, Jr., Professor of Biology and Chairman of the Department of Biology, Wofford College. Dr. Leonard retired from the faculty in 1993. The scholarship is presented annually to a senior biology major who has demonstrated outstanding professional promise.

The Katie L. Lester Endowed Scholarship Fund was established in 1984 by a bequest from the estate of Katie L. Lester of Saluda, South Carolina. Scholarships from this fund are for orphaned students or students from single-parent homes who have both outstanding academic potential and financial need.

The Lettermen's Club Endowed Scholarship Fund was begun in 1980 by Wofford athletic lettermen to receive gifts in memory of fellow athletes at the college. Awards from the fund are reserved for student-athletes.

The Liberty Corporation Endowed Scholarship Fund was established in 1991 by The Liberty Corporation of Greenville, South Carolina, as an expression of its concern for improving the quality of life in the regions in which it operates. Awards from the fund are reserved for upperclassmen who are citizens of the United States and who have demonstrated interest and potential for leadership in business.

The F. Allen Little Endowed Scholarship Fund was established in 1991 with a bequest from the estate of Mr. F. Allen Little of Greenwood, South Carolina. Mr. Little died in 1977, and although he had no official connection with Wofford, he left a portion of his estate to create this scholarship fund.

The R. J. Little Endowed Scholarship Fund was established in 1980 and endowed in 1982 by Mr. J. M. Little of Spartanburg, in memory of his father, Robert Judson Little, his mother, Eddie Greer Little, and his sister, Nan Ethelyn.

The C. Bruce Littlejohn Endowed Scholarship Fund was established by Judge Littlejohn in 1991. Judge Littlejohn, a 1934 graduate of Wofford College, served the state as an attorney, legislator, judge in the circuit court, and justice of the Supreme Court of South Carolina. He retired as Chief Justice in 1985.

The James C. Loftin Endowed Scholarship Fund was established in memory of Dr. James C. Loftin, former Professor of Chemistry and Chairman of the Department of Chemistry at Wofford. The scholarship is presented annually to a chemistry major who has demonstrated outstanding professional promise.

The Dean Frank Logan Scholarship Fund was established by the will of Mr. Leo Oppenheimer of Chicago, Illinois, in 1974 in honor of S. Frank Logan, Class of 1941. The fund has been enlarged upon Dean Logan's retirement by gifts from alumni and friends in further honor for his thirty-seven years of full-time service to the college. Awards from the fund are reserved for students who have financial need.

The William Francis Loggins, Jr., Memorial Endowed Scholarship Fund was established in 1984 by Dr. and Mrs. W. F. Loggins, Sr., of Greenville, South Carolina, in memory of their infant son. Preference for awards is given to students planning to enter the fields of education or ministry.

The MacLaura Endowed Scholarship Fund was established by Mrs. S. M. (Laura Stella Way) Canaday of Charleston, South Carolina, and was endowed at the time of her death in 1983. DeArmond Canaday, Vera Canaday Lupo, and S. M. Canaday, Jr., have continued to support the fund to honor the memory of their parents. Awards from the fund are reserved for students who have financial need.

The William Henry and Bernice Willard May Endowed Scholarship Fund was established in 1985 by Mr. Carl H. May, Class of 1932, of Spartanburg, in memory of his parents.

The W. Hastings McAlister Memorial Endowed Scholarship Fund was established in 1974 as a memorial to W. Hastings McAlister, Class of 1974, by his family and friends. Hastings was a strong pre-medicine student and an outstanding member of the campus community. Each year the scholarship is awarded for four years to an entering freshman, or for two years to a graduate of Spartanburg Methodist College. Each scholarship pays tuition, fees, room, and board. Recipients must intend to enter the medical or health-science fields and must follow appropriate programs approved by the Dean of the College. Preference is given to residents of South Carolina.

The Larry H. McCalla Endowed Scholarship Fund was established by the Daniel Foundation of South Carolina in honor of Larry H. McCalla, Class of 1943, physician, distinguished community leader, and former Wofford trustee. The award is made to an outstanding pre-medical student whose non-academic activities exemplify the well-rounded individual. The scholarship is awarded in the student's junior or senior year.

The Walton J. McLeod, Jr., Endowed Scholarship Fund was established by Walton J. McLeod, Jr., in 1980. Mr. McLeod, Class of 1926, is a distinguished attorney in Walterboro, South Carolina. Awards from the fund are reserved for students who have financial need.

The Meadors Family Endowed Scholarship Fund was established in 1981 by the Meadors family and friends in tribute to three generations of the family who have attended Wofford: Marshall LeRoy Meadors, Class of 1924; Marshall LeRoy Meadors, Jr., Class of 1955; Marshall LeRoy Meadors, III, Class of 1979; James Campbell Meadors, Class of 1981; and John Pascal Meadors, Class of 1983. Awards from the fund are reserved for students who have financial need.

The C. B. "Slim" Mooneyham Endowed Scholarship Fund was established in 1989 by his widow, Lillian C. Mooneyham of Spartanburg. Mr. Mooneyham was a 1934 Wofford graduate who was a member of the basketball team. Awards from the fund are reserved for student-athletes.

The Moore Memorial Scholarship Fund was established by Mrs. Miriam W. Moore in memory of her husband, Andrew E. Moore, and his brothers, Alfred Moore and Thomas E. Moore. Awards from the fund are reserved for students who have financial need.

The Samuel R. Moyer Endowed Music Scholarship Fund was established in 1963 in memory of Samuel R. Moyer, who for seventeen years was Director of Music and Professor of Music and Art at Wofford. Awards from the fund are reserved for musically talented students in Wofford music organizations.

The Charles F. Nesbitt Endowed Scholarship Fund was provided by friends of Dr. Nesbitt, Class of 1922, for many years a distinguished Professor of Religion and Chairman of the Department of Religion at Wofford. Awards from the fund are reserved for students preparing for the Christian ministry.

The W. F. Nettles, Jr., Endowed Scholarship Fund is a memorial to W. F. Nettles, Jr., Class of 1928. Awards from the fund are reserved for student-athletes on the tennis team.

The C. C. Norton Endowed Scholarship Fund was established by his wife, Mabel B. Norton, in 1983 to honor the memory of Dr. C. C. Norton, former Professor of Sociology (1925-1966) and Dean (1940-1954) of Wofford College. Awards from the fund are reserved for rising juniors who have financial need and who are majoring in sociology.

The James Truesdale Outz, Jr., Endowed Scholarship Fund was established with a bequest from his widow, Eva Sanders Outz Hoffman, of Charleston, South Carolina, in memory of her husband, a member of the Class of 1932. Awards from the fund are reserved for students who need financial assistance and who participate in ROTC or in a work or service program to meet a part of their educational expenses.

The John Manning Parham and Anna McIver Henderson Parham Endowed Scholarship Fund was established by Mr. and Mrs. John M. Parham of Latta, South Carolina, and their son, Dr. John M. Parham, Jr. Mr. Parham is a member of the Class of 1931 and his son is a 1960 graduate.

The William and Alethea Fennell Pate Endowed Scholarship Fund was begun in 1990 with a gift initiated by Mr. Wallace F. Pate of Georgetown, South Carolina, in memory of his parents, who also were the aunt and uncle of Wofford President Joab M. Lesesne, Jr.

The Raymond Agnew Patterson Scholarship Fund was established by Mrs. Harriet Newel Julienne Patterson in 1979 in memory of her husband, Class of 1916, a member of the Wofford faculty for more than fifty years.

The Peele-Ritter Endowed Scholarship Fund was established in 1984 by James C. Ritter, Class of 1941, of Midland, Michigan, in memory of his wife, Sonja V. Ritter, and in honor of the many members of the Peele and Ritter families who have attended Wofford College or have otherwise contributed to educational growth. Awards from the fund are reserved for students who have financial need.

The Lewis Wardlaw Perrin, Jr., Endowed Scholarship Fund was begun in 1984 by his family to honor this outstanding Spartanburg civic leader. Mr. Perrin was a graduate of The Citadel and the University of South Carolina School of Law.

The Joseph C. Plyler Endowed Scholarship Fund was created in 1986 by Mrs. Joseph C. Plyler, in memory of her husband, a 1935 graduate. Preference in the selection of recipients of awards from the fund is given to students planning careers in the ministry.

The Roy Singleton Powell and Elizabeth Perrin Powell Endowed Scholarship Fund was established in 1991 by Mr. and Mrs. Powell of Spartanburg. Their son Perrin is a 1969 graduate of Wofford.

The Dr. and Mrs. George W. Price, Jr., Endowed Scholarship Fund was started in 1986 by Dr. and Mrs. George W. Price, Jr., of Hendersonville, North Carolina. Dr. Price is a member of the Class of 1934. Income from this fund provides one scholarship to a rising junior studying pre-medicine. The award may be renewed for the senior year, provided the student remains in pre-medicine and in good academic standing.

The Reader's Digest Foundation Endowed Scholarship Fund was established in 1969 by the Reader's Digest Foundation of Pleasantville, New York.

The C. F. "Frog" Reames Endowed Scholarship Fund was established in 1990 by family and friends of Mr. Carroll Frederick "Frog" Reames, of Anderson, South Carolina. Mr. Reames, a member of the Class of 1926, is a legendary educator in the Anderson community.

The Oscar F. Rearden Scholarship Fund was established in the will of Oscar F. Rearden to provide financial assistance for the education of any deserving young persons who are studying for the United Methodist ministry and who have need for financial aid.

The Myrtle Ezell Reynolds Endowed Scholarship Fund was established by her family and friends as a tribute to her commitment to education and her interest in the welfare of young people. Awards from the fund are reserved for students who have financial need.

The Richardson Endowed Scholarship Fund was established in 1989 by Mr. and Mrs. Jerome J. Richardson of Spartanburg, and their children, Jon, Mark, and Ashley. Mr. Richardson is a member of the Class of 1959. This scholarship, for one student in each class at Wofford, covers comprehensive fees, as well as the costs associated with specially selected summer projects following the recipients' freshman, sophomore, and junior years. It is the intent of the donors that the recipients participate in intercollegiate athletics, be well-rounded, have strong values, and demonstrate love and respect for family.

The Arthur B. Rivers Endowed Scholarship Fund was established in honor and memory of Dr. Arthur B. Rivers, Class of 1919, by his family and his friends. Awards from the fund are reserved for students who need financial assistance.

The Frank F. Roberts Endowed Scholarship Fund was established in 1991, following the death the previous year of Mr. Roberts, a member of the Class of 1917. Mr. Roberts was a native of Latta, South Carolina, who built a successful insurance business in Fort Worth, Texas.

The Thomas C. Rogers Endowed Memorial Scholarship Fund was established in 1979 with a bequest from the estate of the late Mr. Rogers as a memorial to his son, Thomas Clyde Rogers, and his brother, Dr. S. J. Rogers. Awards from the fund are reserved for pre-ministerial students.

The Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund was established in 1958 in memory of Charles Semple Pettis, a former Professor of Physics at Wofford College.

The Richard W. Scudder Endowed Emergency Scholarship Fund was established in 1992 with a bequest from the estate of Richard W. Scudder, a 1957 Wofford graduate and longtime manager of the bookstore and canteen at the college. Because of Mr. Scudder's interest in assisting students who were experiencing serious financial difficulties, awards from the fund are reserved for students with extreme financial circumstances. Selection is made upon the recommendation of a special committee composed of the Chaplain, the Dean of Students, and the Director of Financial Aid.

The Molly Sessoms Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. Walter W. Sessoms of Atlanta, Georgia, in memory of their daughter, Molly, who died in 1980. Mr. Sessoms is a Wofford graduate, Class of 1956, and is Chairman of the Board of Trustees. The scholarship is intended for an entering freshman, selected on the recommendation of the President and/or the Dean of Students.

The Annie Naomi McCartha Shirley Scholarship Fund was established by Mrs. Annie N. M. Shirley of Columbia, South Carolina. Awards from the fund are reserved for needy United Methodist pre-ministerial students.

The Carter Berkeley Simpson Memorial Scholarship Fund was established in 1969 by Mr. John W. Simpson as a memorial to his brother, Carter B. Simpson. Awards from the fund are reserved for needy graduates of Spartanburg High School.

The Edward H. Sims Endowed Scholarship Fund was established in 1983 by H. Daniel Avant, Class of 1961, of Camden, South Carolina, in honor of Edward H. Sims, Class of 1943.

The Ralston Eugene Smith, Jr., and Cora T. Y. Smith Endowed Scholarship Fund was established in 1983 by Mrs. Cora T. Y. Smith of Florence, South Carolina, in memory of her husband, a member of the Class of 1910. Awards from the fund are reserved for students planning careers in the ministry or other religious professions.

The Victor M. and James V. Smith Academic-Athletic Endowed Scholarship Fund was established in 1987 in honor of Mr. Victor Mullins Smith, Class of 1935, and his son, James Victor Smith, Class of 1968. Awards from the fund are reserved for student-athletes who are members of the football, golf, or tennis teams.

The Z. A. Smith and Helen W. Smith Scholarship Fund was established by Mrs. Z. A. Smith of Greenville, South Carolina.

The Conley T. Snidow Endowed Scholarship Fund was established in 1992 by family members and friends of Mr. Snidow, who was the head football coach at Wofford from 1953-1966. Awards from the fund are reserved for students who participate in the intercollegiate football program.

The South Carolina National Bank Endowed Scholarship Fund provides an annual award to students demonstrating financial need. Preference for awards from the fund is given to the sons and daughters of South Carolina National Bank employees.

The Herbert Lee Spell and Sarah Cannon Spell Endowed Scholarship Fund was begun in 1982 with gifts from Dr. and Mrs. Herbert Spell of Summerville, South Carolina. Dr. Spell is a member of the Class of 1931.

The Currie B. Spivey Endowed Scholarship Fund was established in 1992 with a bequest from the estate of Currie B. Spivey, Jr., of Greenville, South Carolina. Mr. Spivey was a member of the Wofford Board of Trustees from 1986 until his death in an airplane crash in 1991. Awards from the fund are reserved for students participating in the college's intercollegiate athletic program.

The Springs Industries Endowed Scholarship Fund was begun in 1990 with a gift from Springs Industries of Fort Mill, South Carolina.

The Springs Scholarship Fund was established by a gift from the Frances Ley Springs Foundation in 1975. Outstanding students from the high schools in Lancaster, Chester, and York counties in South Carolina are eligible candidates for awards from the fund.

The Charles William Stein and Hortense Stein Endowed Scholarship Fund was established in 1983 with a bequest from their daughter, Miss Mary Stein of Atlanta, Georgia. Awards from the fund are reserved for male students who have financial need.

The Stokes Memorial Scholarship Fund was established in 1965 in memory of their parents, the Reverend Henry Stokes, Class of 1893, and Mrs. Florence Heath Stokes, and their brother, R. Wilson Stokes, Class of 1930, by Miss Mary Bolling Stokes, and by Allen Heath Stokes and Thomas Henry Stokes, both of the Class of 1924.

The Switzer Family Endowed Scholarship Fund was established in 1986 by Mr. and Mrs. James L. Switzer of Union, South Carolina, and their three children, Paul, Class of 1977, Jim, Class of 1980, and Toccoa, and was significantly increased in 1987 with a gift from the Bailey Foundation of Clinton, South Carolina. Mr. Switzer was a member of the Class of 1940. Awards from the fund are reserved for students entering Wofford from the top twenty-five percent of the graduating seniors of the Christ School of Arden, North Carolina. Recipients may retain the scholarship for four years, if fully enrolled and in good standing at Wofford.

The Sandor Teszler Endowed Scholarship Fund was established in 1993 by family members and friends of Mr. Teszler to honor his 90th birthday. Mr. Teszler, for whom the college's library also is named, is a beloved friend of the college who continues taking classes and participating in campus life.

The T. Reginald Thackston Endowed Scholarship Fund was established in 1979. Mr. Thackston, Class of 1956, has served the United Methodist Church in South Carolina, including pastorates at Hemingway, Conway, Marion, Charleston, and Columbia. He has served Wofford as a member of the Board of Trustees.

The Paul Calvert Thomas Scholarship Fund was established in 1984 by his daughter, Ann Calvert Thomas Irwin, and her husband and three daughters, to honor Mr. Thomas, Class of 1917, who served the college as Treasurer and member of the Board of Trustees. Preference in selecting recipients for awards from the fund is given to members of the Glee Club and students studying chemistry.

The John B. Thompson Endowed Scholarship Fund was established in the will of John B. Thompson of Spartanburg. Awards from the fund are reserved for needy students.

The Strom Thurmond Endowed Scholarship Fund was created in 1993 by friends of Senator Strom Thurmond, in honor of his 90th birthday. Awards from the fund are made to rising senior students studying the liberal arts who demonstrate excellence in applying their education in practical affairs. Students must apply for the award, and selection is made by a special committee.

The G. Cameron Todd and Elizabeth C. Todd Endowed Scholarship Fund was established in 1984 by George C. Todd, Jr., Class of 1977, and his wife, Sarah, to honor his parents. Awards from the fund are reserved for students planning to enter the field of business, with preference given to participants in the college's intercollegiate athletic program.

The Traywick Scholarship Fund was established by Thomas Tatum Traywick, Sr. and Elizabeth Deaver Traywick in 1977 in appreciation of all that Wofford has meant to their families over the years. Awards from the fund are reserved for students who have financial need.

The VF Corporation Endowed Scholarship Fund was established in 1990 by the VF Corporation of Reading, Pennsylvania, with the assistance of Mr. Robert E. Gregory. Mr. Gregory, a Wofford trustee, was President and Chief Operating Officer of VF Corporation until 1991.

The T. Emmet Walsh Endowed Scholarship Fund was established by family and friends of Mr. Walsh. A 1941 Wofford graduate and distinguished attorney in Spartanburg, Mr. Walsh was actively involved with his alma mater until his death in 1990. Awards from the fund are reserved for South Carolina residents.

The Eunice Miles Watson Memorial Scholarship Fund was established by Dr. Paul E. Watson, Jr., Class of 1945, in memory of his mother, Eunice Miles Watson. Awards from the fund are reserved for student-athletes who are members of the tennis team.

The Paul Elijah Watson, Sr., Memorial Scholarship Fund was established by his son, Dr. Paul E. Watson, Jr., Class of 1945, in his memory. Awards from the fund are reserved for student-athletes who are members of the baseball team.

The J. Anthony White Endowed Scholarship Fund was established in 1980. A member of the Class of 1941, Dr. White served Wofford as president of the student body and Chairman of the Board of Trustees. He was a leading physician, nationally recognized for his dedication to his family, and an outstanding civic and church leader.

The John Wiley and Rowena Eaddy Williams Scholarship Fund was established by Mrs. Williams in 1974. Awards from the fund are reserved for students who have financial need. Preference is given to citizens of South Carolina.

The Allen Owens Wood Memorial Endowed Scholarship Fund was established in 1983 by Mrs. Jeannette Brien Wood in memory of her husband, Allen Owens Wood, Class of 1940. Awards from the fund are reserved for English majors who have financial need. Preference is given to a student interested in journalism.

The John M. Younginer, Jr. Endowed Scholarship Fund was established in 1993 by friends of the Rev. Younginer, a 1953 Wofford graduate, and former Wofford trustee as a surprise tribute to his receiving an honorary Doctor of Divinity degree at Commencement.

Other Endowed Scholarship Funds

These funds, which have not reached the minimum endowment level, are divided into two categories. One contains those from which annual awards are currently being made. These active funds were established prior to the policy requiring a minimum level before awards are made to students. The other category contains funds which are building in accord with that policy. Annual earnings and new gifts are added to such a fund until it reaches the level for an endowed scholarship.

Active Funds

The Bishop James Atkins Memorial Scholarship Fund was established in 1948 by Dr. and Mrs. J. T. Hooker of Spartanburg. Bishop Atkins was a member of the Class of 1918.

The Betty G. Bedenbaugh Scholarship Fund was established by Mrs. Betty G. Bedenbaugh in her will in 1953. Awards from the fund are reserved for students who have financial need.

The Dr. Lewis Jones Blake Scholarship Fund was established in 1945 by Mrs. Louise H. Blake of Spartanburg as a memorial to her husband, Dr. Lewis Jones Blake, Class of 1884.

The Vernon L. Caldwell Memorial Scholarship Fund was established in 1963 by his friends in memory of Vernon L. Caldwell, former athletic trainer at Wofford.

The Hattie L. Phillips and Edwin P. Carroll Endowed Scholarship Fund was established by Mrs. Hattie Carroll and Mr. Edwin Carroll of Charleston, South Carolina. Mr. Carroll was a member of the Class of 1927. Awards from the fund are reserved for students who have financial need.

The Class of 1916 Memorial Scholarship Fund was established in 1957 by Mr. J. Spencer Wolling, Class of 1916.

The Clifton Manufacturing Company Scholarship Fund was established by Clifton Manufacturing Company, of Clifton, South Carolina, in 1943. Preference in selecting recipients for awards from the fund is given to students from Clifton Mills families.

The Julius E. Cogswell Scholarship Fund was established in 1953 by Mr. Julius E. Cogswell, Class of 1885.

The T. Keller Cogswell Scholarship Fund was established by his friends in 1975 in recognition of his service as Director of Alumni Affairs at Wofford. Mr. Cogswell is a member of the Class of 1933. Awards from the fund are reserved for students who have financial need.

The D. E. Converse Company Scholarship Fund was established in 1943 by the D. E. Converse Company of Glendale, South Carolina. Preference in selecting recipients for awards from the fund is given to employees or children of employees of the Company.

The A. Mason DuPre Memorial Endowed Scholarship Fund was established in 1979 by Mr. J. M. Oeland, Class of 1919, in memory of Wofford's legendary Dean DuPre, Class of 1895.

The Wallace Duncan DuPre Scholarship Fund was established in 1977 in memory of Mr. DuPre, Class of 1909.

The Fairforest Finishing Company Scholarship Fund was established by Fairforest Finishing Company of Spartanburg in 1943. Preference in selecting recipients for awards from the fund is given to an employee or son or daughter of an employee of Fairforest Finishing Company.

The William H. Gladden, Jr., Scholarship Fund was established in 1961 by Mrs. Maud Queen Gladden of Rock Hill, South Carolina, in memory of her son, a member of the Class of 1939.

The Chesley C. Herbert Scholarship Fund was established by the Reverend C. C. Herbert, Jr., and his brother, Dr. T. W. Herbert, as a memorial to their father, the Reverend Chesley C. Herbert, Class of 1892.

The Julien C. Hyer Endowed Memorial Scholarship Fund was established in 1975 by the will of Julien C. Hyer, Class of 1913. Awards from the fund are reserved for students who have financial need.

The Isom Scholarship Fund was established in the will of Mrs. Lees G. Isom. Awards from the fund are reserved for students in preparation for the ministry of the United Methodist Church.

The O. C. Kay Scholarship Fund was established in 1956 by the gift of Mr. O. C. Kay. Awards from the fund are reserved for students who have financial need.

The Ray M. and Mary Elizabeth Lee Foundation Scholarship Fund was established to provide assistance for needy students from Georgia.

The Donald F. McCarter Memorial Scholarship Fund was established by Mr. and Mrs. James McCarter in memory of their son, Donald, Class of 1973.

The Claude Mark Melton Memorial Endowed Scholarship Fund was established by Mrs. Melton as a memorial to her husband, Dr. Claude Mark Melton, Class of 1898, who was a Shakespearean scholar and author. Awards from the fund are reserved for students majoring in English.

The Mills Mill Scholarship Fund was established by Mills Mill of Woodruff, South Carolina, in 1943. Preference in selecting recipients for awards from the fund is given to an employee or a son or daughter of an employee of Mills Mill.

The Euphrasia Ann Murph Scholarship Fund was established by her son, Mr. D. S. Murph of St. Andrews, South Carolina and Washington, D.C.

The William L. Ouzts Endowed Scholarship Fund was established by the late William L. Ouzts, Class of 1912, of Spartanburg. Awards from the fund are reserved for student-athletes.

The Pacolet Manufacturing Company Scholarship Fund was established by Pacolet Manufacturing Company of Pacolet, South Carolina, in 1943. Preference in selecting recipients for awards from the fund is given to students from Pacolet Manufacturing Company families.

The Darwin L. Reid Memorial Scholarship Fund was established in honor of Mr. Darwin L. Reid, Class of 1895, by Mrs. D. L. Reid of Sandy Springs, South Carolina, and her daughter, Mrs. John D. Rogers of Easley, South Carolina, in 1950.

The Sims-Lyles-Dawkins-Martin Scholarship Fund was established by Mr. and Mrs. T. P. Sims of Spartanburg for orphaned students from Spartanburg, Union, and Fairfield counties in South Carolina.

The Snyder-DuPre Scholarship Fund was established by the Washington, D.C. Alumni Association in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPre.

The Spartan Mills Scholarship Fund was established in 1943 by Spartan Mills, Spartanburg. Preference in selecting recipients for awards from the fund is given to students from Spartan Mills families.

The James M. Swanson, Jr., Scholarship Fund was established by Mr. and Mrs. James M. Swanson of South Boston, Virginia, in 1964 as a memorial to their son, a 1961 graduate.

The William R. Thomas, Jr., Memorial Scholarship Fund was established in 1968 by Mr. and Mrs. William R. Thomas of Virginia Beach, Virginia, as a memorial to their son, William R. Thomas, Jr., Class of 1970. Awards from the fund are reserved for students who have financial need.

The Coleman B. Waller Scholarship Fund was established by Dr. Coleman B. Waller, Class of 1895 and Emeritus Professor of Chemistry at Wofford.

The D'Arcy P. Wannamaker Scholarship Fund was established by Mr. John E. Wannamaker, Class of 1872, in memory of his son, D'Arcy P. Wannamaker, Class of 1911. Awards from the fund are reserved for students who have financial need.

Wilbur D. White Memorial Scholarship Fund was established by Mr. and Mrs. R. W. Barnwell of Warner Robins, Georgia, in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnwell. Preference in selecting recipients for awards from the fund is given to naturalized citizens or children of naturalized citizens.

The John Mitchell Witsell Memorial Scholarship Fund was established in the will of Mrs. Edith D. Witsell as a memorial to her son, a member of the Class of 1927.

The Wofford Memorial Scholarship Fund is provided by memorials sent to the college as endowed scholarship funds.

Funds Which Are Building

Scholarship funds named in honor and memory of the people, groups, and Wofford classes specified below are building in accord with Wofford endowment policy.

<i>Frederick Rowell Atkinson</i>	<i>Class of 1993</i>
<i>S. M. Atkinson</i>	<i>Class of 1994</i>
<i>W. E. "Jack" Bass</i>	<i>Thomas M. Davis</i>
<i>Jennie Allen Capers</i>	<i>Wallace G. Dean</i>
<i>William P. Cavin</i>	<i>G. B. Dukes</i>
<i>J. Harold Chandler</i>	<i>James F. Duncan</i>
<i>Class of 1922</i>	<i>Professor Harold Green</i>
<i>Class of 1925</i>	<i>James G. Halford, Jr.</i>
<i>Class of 1928</i>	<i>John Q. Hill</i>
<i>Class of 1929</i>	<i>George Hodges</i>
<i>Class of 1937</i>	<i>Doane E. James, Jr.</i>
<i>Class of 1938</i>	<i>Jonathan R. Lide</i>
<i>Class of 1942</i>	<i>Melvin K. and Mayme D. Medlock</i>
<i>Class of 1944</i>	<i>Family</i>
<i>Class of 1945</i>	<i>Charles C. Moore</i>
<i>Class of 1946</i>	<i>Mungo Family</i>
<i>Class of 1948</i>	<i>Panhellenic</i>
<i>Class of 1949</i>	<i>Dwight F. Patterson</i>
<i>Class of 1951</i>	<i>William Lawrence and Janie Fleming</i>
<i>Class of 1953</i>	<i>Patterson</i>
<i>Class of 1957</i>	<i>Pinson Family</i>
<i>Class of 1963</i>	<i>Elizabeth Ramsey Poole</i>
<i>Class of 1966</i>	<i>Presidential International Scholar</i>
<i>Class of 1967</i>	<i>John F. Rhem</i>
<i>Class of 1969</i>	<i>Joel E. Robertson</i>
<i>Class of 1971</i>	<i>John L. Salmon</i>
<i>Class of 1973</i>	<i>Marshall and Frances Shearouse</i>
<i>Class of 1974</i>	<i>Dennis W. Shedd</i>
<i>Class of 1977</i>	<i>Soccer Lettermen</i>
<i>Class of 1981</i>	<i>Donna R. Thraillkill</i>
<i>Class of 1984</i>	<i>Tyson-Gross</i>
<i>Class of 1985</i>	<i>W. Carl Walsh</i>
<i>Class of 1986</i>	<i>John B. Williams</i>
<i>Class of 1987</i>	<i>Julian S. Wolfe</i>
<i>Class of 1988</i>	<i>Julien Wyatt</i>
<i>Class of 1992</i>	<i>Women Athletic Founders</i>

■ **General Scholarships**

Scholarships listed in this category are awarded annually, but are not considered part of the college's permanently endowed funds. These general funds exist through contributions given to Wofford for the purpose of making annual scholarship awards.

The Robert D. Atkins Scholarship Fund was established in 1989 by Robert D. Atkins of Spartanburg, a 1965 graduate of Wofford and a varsity football letterman. Preference in selecting recipients for awards from the fund is given to students who participate in the college's intercollegiate football program.

The Robert M. Carlisle Memorial Scholarship is made possible by the income on the Robert M. Carlisle Scholarship Fund held in trust by the Spartanburg County Foundation. Mr. Carlisle was a member of the Class of 1926.

The Ruth B. Caudle Scholarship Fund was established in her will for the education of ministerial students or those preparing themselves for service in the United Methodist Church, preferably those students attending Spartanburg Methodist College and Wofford College. The trustees of the Caudle Fund generally make an annual award to a Wofford student.

Dean's Award Scholarships, funded annually by Wofford College, are awarded on the basis of merit for one to four years to strong candidates in the Wofford Scholars competition. They were established to honor the recipients, who are among the most outstanding students enrolled at Wofford.

Epworth Home Scholarships of \$1,000 per year are granted by Wofford College to graduates of the Epworth Home.

The First Federal Savings and Loan Scholarship, given by First Federal Savings and Loan Association of Spartanburg, is awarded each year to one or more residents of Spartanburg County. Need and academic achievement are considered in selecting recipients.

The Kiwanis Scholarship is awarded by the Spartanburg Kiwanis Club to a worthy freshman from Spartanburg County.

The Daniel S. Lewis Athletic Scholarship Fund was established by the officers of the U. S. Shelter Corporation to memorialize Daniel Street Lewis, Class of 1962, and president of the Wofford National Alumni Association, 1973-74, who died in November 1981. This annual award has been designated for a member of the football team.

The Olney Scholarships for Spartanburg-area students are made possible by the income earned on the Olney Educational Fund held in trust by the Spartanburg County Foundation.

The Neofytos Papadopoulos Scholarship, given by Dr. Constantinos N. Papadopoulos, Class of 1954, of Houston, Texas, provides \$1,000 per year for a student from Greece, in memory of Dr. Papadopoulos' father.

The Rotary Club of Spartanburg Scholarship, supported by an annual gift, is annually awarded to one or more Spartanburg County students. Need and scholastic promise are considered in selecting recipients.

The D. L. Scurry Foundation Scholarship is provided by the Scurry Foundation, Greenville, South Carolina, to assist deserving students.

The South Carolina Electric and Gas Company Scholarship is a one-year \$1,000 award made to a student in the upper one-third of his or her class who has demonstrated leadership and needs financial assistance, and whose parents or guardians are customers of South Carolina Electric and Gas Company or customers of the Department of Public Utilities of Orangeburg, Winnsboro, or McCormick counties.

The Spartanburg High School Scholarship, renewable for four years, is awarded annually by Wofford College to a member of the graduating class of Spartanburg High School.

The Spartanburg Methodist College Scholarship, renewable for two years, is awarded annually by Wofford College to the member of the graduating class of Spartanburg Methodist College transferring to Wofford with the highest grade average.

The D. W. Stacy Scholarship is made possible by a gift from Mr. Danny W. Stacy, Class of 1969, of Gaffney, South Carolina. It is awarded annually to a married upperclassman on the basis of financial need.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Revolving Scholarships were established in 1969 by the Algernon Sydney Sullivan Foundation. Awards are made to students who have need and a sense of obligation to help others to enjoy similar benefits.

The Robert Arthur Thomas Scholarship Fund was established in 1980 by Green Pond United Methodist Church. Awards are to be made annually to any young person from Green Pond United Methodist Church who wishes to attend Columbia College, Spartanburg Methodist College, or Wofford College. In the event there is no applicant from Green Pond United Methodist Church, the money is contributed to one of the mentioned colleges rotating from year to year.

The United Methodist Scholarships are awarded annually by the Board of Education of the United Methodist Church to outstanding Methodist students.

The Junie L. White Scholarship, given by Junie L. White of Spartanburg, is awarded each year with preference given to a student-athlete who also is an English major and has financial need.

The Lettie Pate Whitehead Scholarships, established by the Lettie Pate Whitehead Foundation of Atlanta, Georgia, are awarded annually to deserving women from the South.

The Ruth Winn Wickware Scholarship and the Ruth Winn Wickware Foundation were established by the will of Ruth Winn Wickware of Laurens, South Carolina. The Foundation awards scholarships to students in the field of economics and business administration.

The David G. Williamson Football Scholarship Fund was established in 1988 by Mrs. David G. Williamson as a memorial to her late husband, a member of the Class of 1950. Preference in awarding the scholarship is given to applicants who participate in the college's intercollegiate football program and exhibit character, leadership, and service to others.

The Anna Todd Wofford Scholarships were established in 1973 to honor the memory of the first wife of Benjamin Wofford. Three scholarships of \$7,000 per year for four years are awarded annually to female students selected in the Wofford Scholars Program.

The Benjamin Wofford Scholarships are named in memory of the founder of Wofford College. Three scholarships of \$7,000 per year for four years are awarded annually to male students selected in the Wofford Scholars Program.

The Wofford College AAAS Scholarships of \$6,000 a year for four years are awarded by Wofford College to three minority freshmen who show exceptional promise of contribution to society.

Wofford College General Academic Scholarships are awarded annually. Some awards in this category are unnamed and are funded from the operating budget of the college. In other cases, students eligible for scholarships in this category receive one of the named scholarships described in this *Catalogue*. Financial need and grade average determine the student's eligibility for these scholarships.

Wofford College Merit Scholarships are awarded by the college as part of the National Merit Scholarship Program. A minimum of three Merit Scholarships are awarded each year to National Merit Finalists who have designated Wofford as their first-choice college.

■ *Other Endowment Support*

Through the years, contributions from alumni and other friends have enabled Wofford to build its permanent endowment. Examples of endowment gifts include funds for scholarships (listed in the previous section of the *Catalogue*), lecture series, professorships, endowed chairs, and unrestricted endowment for operating support. The growth of Wofford's endowment has provided additional operating funds for the college, thereby affording financial stability to the academic program and alleviating considerable institutional dependence on income derived from student tuition and fees.

Noteworthy non-scholarship gifts to Wofford's endowment include the *Athletic Endowment Fund*; the *Gertrude Bagwell Endowment Fund*; the *C.O. Bonnette Endowment Fund*; the *Chapman Family Chair*; the *Homozel Mickel Daniel Endowment Fund*; the *Benjamin N. Duke Endowment Fund*; the *Robert S. Fogarty Fund*; the *Ford Foundation Endowment Fund*; the *Samuel Pate Gardner Chair*; the *Mr. and Mrs. T. R. Garrison Professorship in Humanities*; the *Peter Berley Hendrix Professorship in Religion*; the *Kenan Charitable Trust Endowment Fund*, which established the *William R. Kenan, Jr. Professorship*; the *Kirksey Endowment Fund*; the *Leland L. and Nell B. Larrabee Endowment Fund*; the *Dr. and Mrs. Larry Hearn McCalla Chair in Biology*; the *Dr. and Mrs. Larry Hearn McCalla Chair in Chemistry*; the *Larry Hearn McCalla Chair in Mathematics*; the *John A. McGraw Endowment Fund*; the *Albert C. Outler Professorship in Religion*; the *Leon L. Patterson Endowment Fund*; the *Presidential Discretionary Endowment Fund for Faculty and Curricular Development and Institutional Self-Renewal*; and the *T. B. Stackhouse Chair of Economics and Business Administration*.

Academic Regulations



DuPre Administration Building, 1854

Calendar

Wofford's September-May academic year is divided into two semesters and a four-week Interim. The official college calendars for 1993-94 and 1994-95 are printed in this *Catalogue*.

Matriculation, Registration, and Enrollment

On specified dates late in each semester, currently enrolled students pre-register for courses for the following semester. Matriculation and final registration then take place at the beginning of the new semesters on dates also indicated in the college calendar; at these times pre-registered students confirm (or may change) their course schedules, and students who are not pre-registered do their original registering for the semester. Late-registration fees are charged students who do not complete their registration or pre-registration on time. No student is permitted to register or add courses after the dates indicated in the calendar as the last for those procedures.

Students must present their schedules to their faculty advisors for review and approval. Schedules calling for more than the normal maximum permissible load (see the following section) can be carried only with the approval of the Registrar.

Registration procedures for the Interim are undertaken mid-way in the fall semester.

To be permitted to register for classes, students must clear all financial obligations to the college, including the fees for the semester for which they are registering. In the spring semester, students must make their reservation deposits for the following year before pre-registering for the upcoming fall semester.

Course Load

The normal course load for a student in a semester is four or five full courses (those of three or four semester hours credit each). In addition, each sophomore is to take a one-hour course in physical education each semester. Also in addition, students may take one-hour courses in music, and freshmen and sophomores may take one-hour or two-hour courses in military science. The normal (and maximum) load in Interim is one project.

First-semester freshmen may take no more than the four full courses, plus the one-hour options. All but one of the full courses are prescribed as indicated in the following outline.

The Full-Year Course Sequence for Freshmen:

<i>Fall Semester</i>	<i>Spring Semester</i>
Humanities 101	English 102
A Laboratory Science Course	A Laboratory Science Course
A General Education Required Course	A General Education Required Course
An Elective Course	An Elective Course

Any student other than a first-semester freshman or a student on academic probation may take up to seventeen hours in a semester. (A student on probation must obtain permission from the Registrar to take more than the normal four courses.) Students wishing to take more than seventeen hours must seek approval prior to the last day of the add period by completing a form that is available in the office of the Registrar. Students with cumulative grade-point averages lower than 3.00 will not be allowed to carry more than seventeen hours.

Students who carry fewer than nine hours in a semester must have the permission of the Dean of Students in order to live in the residence halls, if they wish to do so.

Course Restrictions

Enrollment space in beginning-level foreign language courses and in general science courses (Science 101, 102, 103) is reserved for freshmen. Students who do not complete General Education requirements in those two areas by the end of their freshman year cannot be guaranteed space in those courses exactly when they want it later.

Juniors and seniors are not permitted to enroll in the 100- and 200-level military science courses unless they are under ROTC contract and are required to take the courses.

Students who receive credit for an advanced course in a foreign language normally may not later take or repeat a less advanced course or a beginning course in the same language and receive credit or grade points for it. Students to whom this restriction may apply should not plan to enroll in 100- or 200-level foreign language courses without first seeking the approval of the Registrar and the Chairman of the Department of Foreign Languages.

Restrictions apply also to enrollment in Mathematics 100. Students should therefore seek the approval of the Chairman of the Department of Mathematics before making any plans to enroll in the course.

In physical education, students may participate for credit in only the two semesters of Physical Education 101, 102 as called for in General Education requirements, and will not be granted more credits in physical education than the required two semester hours.

A student may earn a maximum combined total of eight semester hours in the applied music courses (Music 100, 101, 102, 200, 280+) and a maximum of six semester hours in theatre practica (Theatre 400+).

In foreign languages, a student may earn a maximum of four semester hours in courses 241, 242, 243, and in computer science, a student may earn a maximum of six semester hours in Computer Science 250+.

Grading System

The Wofford grading system includes the grades A (Superior) through A-, B+, B, B-, C+, C, C-, D, and F (Failure), and the grades I (Incomplete), WP (Withdrawal Passing), and WF (Withdrawal Failing). The WP is given only if the student officially withdraws from the course on or before the date specified in the college calendar as the last day to drop a course with a passing grade, and is passing at the time of official withdrawal.

Grades of H (Pass with Honors), P (Pass), and F (Fail) are given for Interim projects and in required Physical Education courses.

The I grade indicates that for some legitimate reason not all the work the course required of the student has been completed and thus an A-F grade determination cannot be made. All Incompletes must be made up not later than mid-term of the following semester (including those of students not then enrolled), except under extremely extenuating circumstances as determined by the instructor and the Registrar. The I grade 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, by which time all work should be completed and final evaluation made. Incompletes not made up by these dates will be recorded as grades of F.

A system of grade-point averages is used to determine Wofford students' status regarding graduation, honors, the Dean's List, rank in class, academic probation and exclusion, and other such concerns and circumstances. The calculation of the grade-point average includes only the grades recorded for students on courses taken at Wofford or courses taken in Wofford-related foreign study programs or courses taken at Converse College when the cooperative cross-registration program is in effect.

Grade-point values are assigned to grades as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D = 1.0; F = 0; I = 0; WF = 0. The grade-point average is determined by multiplying the number of hours in each course attempted by the grade points for the grade received in the course, and dividing the total grade points by the total number of hours attempted. Interim projects, courses graded by the Pass/Fail system, and courses for which students receive grades of WP are not included in calculations of grade-point averages. All courses (except those graded by the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

Any plus or minus designations appearing in the grades of students matriculating earlier than the Class of 1993 have no impact on the grade points or grade-point averages for those students.

Examinations

Final examinations are normally part of every course. A student who wishes to take an examination during the examination week at a time other than the scheduled time may do so only at the discretion of the course instructor. Under no circumstances may an examination be administered before or after the established examination week without the approval of the Dean of the College. Such approval is given for an individual student only in cases of illness, death in the family, or other extremely extenuating circumstance. In addition to approval by the Dean, an examination given for an individual outside the examination week requires a payment of \$10 to the Business Office.

Reports On Academic Progress

At the end of each semester and Interim, grade reports will be sent to students and to their parents or guardians in accordance with the eligibility established under the Family Educational Rights and Privacy Act of 1974. Mid-semester progress reports will also be sent.

Academic Honors

The Dean's List

Compiled at the end of each semester, the Dean's List recognizes students' high achievement in their courses. To be eligible for the Dean's List a student must:

1. have attempted at least twelve hours in the semester (not counting repeated courses or courses graded on a Pass/Fail basis);
2. have achieved a grade-point average higher than 3.00 on the twelve or more hours specified in 1., above;
3. not have made a D or an F in any course taken in the semester (including repeated courses and/or courses graded on a Pass/Fail basis);
4. have achieved at least B in any repeated course taken in the semester.

For a student to be eligible for the Dean's List for a semester in which he or she has taken an Honors Course, he or she must have attempted at least nine additional hours (not counting repeated courses or other courses graded on a Pass/Fail basis), must have achieved a grade-point average higher than 3.00 on those additional hours and a grade of H in the Honors Course, and must have met conditions 3 and 4 above.

Graduation Honors

Candidates for degrees who have achieved certain levels of academic excellence at Wofford College are graduated with one of the following honors: *cum laude*, *magna cum laude*, or *summa cum laude*. These honors are determined on the basis of the traditional grade-point average, and the averages required are 3.25 for *cum laude*, 3.50 for *magna cum laude*, and 3.75 for *summa cum laude*.

Honors Courses and In-Course Honors

Wofford College provides opportunities for qualified students to broaden their educational experience through creative independent study in the area of their current coursework or major field. Two such programs are Honors Courses and In-course Honors.

Honors Courses

At the discretion of the faculty, a student may undertake a six-hour independent course of study in the senior year to graduate with honors in his or her major. Honors courses are subject to the following regulations:

1. Only students having at least a cumulative grade average of B or grades of B or better in all courses taken at Wofford during the preceding two semesters are eligible to do Honors Courses.
2. Upon approval of the instructor and the student's major advisor, the advisor shall submit to the Curriculum Committee of the Faculty a request that the student be permitted to undertake an honors course. The request shall be accompanied by a detailed proposal setting forth clearly the work to be done and the standards and procedures for evaluating the results. The project should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. Application for the honors course should be made at least in time for consideration by the Curriculum Committee of the Faculty in the student's junior year.
3. An honors course may be undertaken only in the senior year and will carry six hours of credit over two semesters. Final grade options are Pass, Pass with Honors, and Fail. No partial credit may be given. The honors course may count toward major requirements with the approval of the major advisor. When successfully completed, the course will be identified on the student's permanent record as an honor course.
4. A student may be removed from an honors course at any time if in the judgment of the instructor and the major advisor the student's work is not of sufficient merit to justify continuation.
5. Each student completing an honors course shall prepare and submit to the instructor three copies of a written report describing the work done in the course. The student will then undergo a final oral examination by a committee of three faculty members, appointed by the major advisor, and including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour. The major advisor will retain one copy of the final report and submit one copy to the Curriculum Committee for review. The Curriculum Committee copy will then be deposited in the college archives.
6. A student who receives a grade of Pass in an honors course and achieves at least a 3.75 grade-point average for major coursework shall be mentioned at the commencement exercises as being graduated with Honors in his or her major and shall be listed in a special section of the *Catalogue*. The same notation shall be recorded on the student's permanent record.
7. A student who receives a grade of Pass with Honors in an honors course and achieves at least a 3.75 grade-point average for major coursework shall be mentioned at the commencement exercises as being graduated with High Honors in his or her major and shall be listed in a special section of the *Catalogue*. The same notation shall be recorded on the student's permanent record.

In-Course Honors

In-course Honors is a program intended to enrich and expand regular courses offered at Wofford through independent, supplemental study. Qualified students are permitted to attempt in-course honors in accordance with the following regulations:

1. The student must have had at least one previous semester at Wofford and must have attained a B average, either cumulative or in the last full semester completed at Wofford.
2. A written request for in-course honors and a planned program of study must be presented to the course instructor before the end of the third week of the semester. Approval of the application and program of study must be obtained from the course instructor, department chairman, and the Dean of the College. A special form for this purpose is available at the office of the Registrar.
3. In-course honors work shall consist of independent study under tutorial guidance and relating to the subject of the course in which it is undertaken. It should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. In-course honors work will include a terminal essay which analyzes or exhibits the results of the study, and culminate in an oral examination by a committee of three faculty members, appointed by the department chairman, and including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour.
4. The student must also meet all of the requirements of the regular course, including the final examination. Credit may not be given for in-course honors unless the student earns a grade of at least B for both the regular course requirements and in-course honors work. Upon the student's satisfactory completion of in-course honors the instructor will report the final course grade with the suffix H added to the course number. The Registrar will identify the course on the student's record as including in-course honors and award one semester hour of credit in addition to the regular course credit.
5. No student may elect more than one in-course honors program per semester.

6. No student shall be penalized for failure to undertake honors work. Failure to successfully complete in-course honors shall in no way affect the final grade assigned for regular course work.
7. An individual faculty member may be unable to meet a student's request for in-course honors, and the college is not obliged to provide this opportunity in every course. No first-semester faculty member may give in-course honors; the interested student should request the department Chairman for other possible arrangements.

Adding or Dropping Courses

At the start of each semester there is an official period during which students have the opportunity to change their class schedules and course loads, within limits, by adding or dropping courses. During this add/drop period, which extends from registration day to the ending date noted in the college calendar, students obtain permission from instructors of courses they wish to add to their schedules and/or notify instructors of courses they wish to drop, and deliver to the office of the Registrar add or drop slips initialed by the instructors to signify their permission or acknowledgement. Add or drop slips must also be signed by the students' faculty advisor.

Courses dropped during this official add/drop period do not appear on the students' permanent records.

Students may still drop courses (but may not add) after the end of the official add/drop period, but the consequences of doing so are quite different. Students wishing to drop courses should always seek advice on the matter from their advisors and instructors, but this is particularly so when the add/drop period has passed, because all courses dropped after that period will appear on the students' permanent records, with WP or WF grades. A course dropped after the official add/drop period but on or before the day four weeks prior to the last day of semester classes may be recorded with the grade WP if the student carries out the official drop process and is passing the course at the time he or she officially drops; otherwise the grade WF will be recorded. The drop slip, properly initialed by the course instructor (and by the faculty advisor) and indicating the grade to be recorded, is returned to the office of the Registrar by the instructor and not by the student. Students who drop courses during the last four weeks of semester classes will automatically and routinely be assigned grades of WF for those courses.

For the grade-point-average implications of the WF grade, refer to the Grading System section which appears earlier in this chapter of the *Catalogue*.

Some financial aid awards require that recipients be enrolled full-time. Students receiving awards should consult the Director of Financial Aid before they drop any course at any point in the semester.

Repeating Courses

Any course except Humanities 101 may be repeated, but, effective for students who enter Wofford after August 31, 1989, there are limitations on individual indulgence in that opportunity. The primary limitations are that such students may repeat only those of their courses for which final grades of D or F or WF were recorded in the prior attempt, and that in their careers at Wofford, the students may undertake no more than four such repeats without the course hours being counted again as hours attempted. Thus the student who undertakes four repeats or fewer and makes higher grades will receive the full grade-point value of the higher grades; but for repeats beyond four, all attempts in those courses will be included in the calculation of the grade-point average.

The primary limitations referred to in the paragraph above do not apply to students who entered Wofford on an officially matriculated basis before September 1, 1989.

In any instance in which a student repeats a course, he or she must complete and submit a notification form available at the office of the Registrar. Otherwise, none of the benefits potentially to be derived from repeating will be gained. Note also that even though courses may be repeated, the prior attempts and grades are not removed from permanent records, and, of course, credit hours are awarded only once.

The opportunity for the credit or grade-point benefits of repeating courses as discussed here is available only when the courses are both first taken and repeated at Wofford.

A student who has twice failed a course (or courses in the same department) needed for a General Education requirement for graduation may appeal to be exempted from that requirement. Before the end of the add/drop period in the semester following the second fail, the student wishing to appeal must request that the Dean of the College convene a committee to review his or her case and to decide whether to grant the exemption sought. The committee's decision is final. Although a similar appeal opportunity exists in relation to courses listed as prerequisites to majors in economics, business economics, finance, or accounting, there is no such opportunity regarding courses taken to earn elective hours or to meet requirements for majors.

Class Standing

For a student to rank as a sophomore, he or she must have earned a minimum of thirty semester hours; as a junior, sixty semester hours; as a senior, ninety semester hours.

Course Work at other Institutions

A student who wishes to take course work at another college or university and to apply that work toward the requirements for a Wofford degree must secure the advance approval of the Registrar and the chairmen of the

Wofford departments in which the desired courses would normally be offered. The chairmen will determine the suitability and equivalency of the courses, while the Registrar will consider whether the student's request meets certain required conditions.

Among the conditions for eligibility for work elsewhere are that the student may not repeat at another college or university a course he or she has failed at Wofford; may take work only at a senior college or university if he or she has accumulated as many as sixty-two semester hours; may not take course-hour loads considered by the Wofford Registrar to be excessive; and may not take at another college or university in the Spartanburg area any course or courses being offered at Wofford in that same semester or term.

For other circumstances affecting eligibility for work elsewhere, refer to the section on Academic Probation and Exclusion toward the end of this chapter of the *Catalogue*, and the paragraph on the Residency Requirement early in the next chapter.

Upon receipt by the Wofford Registrar of official transcripts of work taken elsewhere, credits will be accepted for those approved courses in which the students received grades higher than D (or higher than the equivalent lowest passing grade at the other institution). The grades on courses elsewhere are not included in the computation of the students' grade-point averages. For course work done in Wofford-related foreign study programs or at Converse College when the cooperative cross-registration program is in effect, however, credits are accepted for all approved courses officially documented as having been passed, and the grades for all courses thus taken are included in the computation of grade-point averages in the same fashion as grades for courses taken at Wofford.

Auditing Courses

A student who wishes to audit a course may do so upon securing the permission of the instructor and the Registrar. Under no circumstances may an audit be changed to a registration for credit or a registration for credit changed to an audit after the end of the add/drop period. The notation "Audit" will be affixed to the student's permanent record only if the instructor submits at the end of the course a grade of Audit, indicating the student indeed audited the course satisfactorily.

An audit fee is charged each course-auditor who is not a full-time Wofford student.

Class Attendance

1. In class meetings, students not only receive instruction from their teachers, but in discussion give reactions and listen to the reactions of fellow students. In such a teaching/learning process both the student and the class suffer a loss when the student is absent from class.
2. Thus, all students are expected to attend all classes and activities scheduled for courses in which they are registered for credit, and they should understand that if they do not do so they must accept the academic consequences of that behavior.
3. Absences from class do not, of course, excuse students from the responsibility for fulfilling the academic requirements of their courses. Generally, course instructors will determine whether make-up work will be required or permitted for students who miss tests or other course work because of their absence from class for reasons other than participation in official college events. (A student who is absent from a final examination, however, must request 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.)
4. A student who is absent from classes of a given course too many times, particularly if he or she is also performing poorly academically, may be required to withdraw from the course under the following procedures:
 - a. Through the Dean of the College, the instructor sends the student a Class Attendance Warning, requesting an interview.
 - b. If the student fails to respond to that request, or if the interview is held but is unsatisfactory, or if the student fails to show satisfactory improvement in attendance and/or in academic performance, the instructor sends to the Dean of the College for approval a Required Class Withdrawal notice for the student. Upon approval, the Dean informs the instructor, the student, and other interested parties (including the student's parents) of the required withdrawal. The student is assigned a grade of WP or WF as determined by the instructor.
5. Student absences resulting from participation in official college events are generally to be considered excused. Both students and instructors bear important responsibility in the maintenance and implementation of this policy. Those responsibilities and other details of the policy may be reviewed in the *Student Handbook* or the *Faculty Handbook*.

Academic Probation and Exclusion

At all stages in the educational undertaking in which its students are engaged, Wofford College expects the students to be performing academically at levels which indicate that they are profiting from their opportunity. This means at least that the students are expected to be making reasonable progress toward attaining the grade-point average (GPA) required for degrees. In situations in which such progress is not evident, as measured by the graduated qualitative standards shown in the table below, Wofford places students on academic probation and academic exclusion, not only as notice that their sub-par academic work has endangered their opportunity to continue, but also as incentive to seek whatever motivation, discipline, and assistance may be necessary to improve their performance. Students' records are evaluated against these standards at the end of each semester and summer session.

The GPAs and attempted hours to which the table refers are *cumulative* figures and are based only on work undertaken at Wofford, or in Wofford-related foreign study programs, or at Converse College in the cooperative cross-registration program. They include *all* such work *except* hours graded on a Pass/Fail basis and courses in which the student receives the grade of WP. The standards shown apply to students who entered Wofford after August 31, 1989.

Students with Attempted Hours in these Ranges:	Are Placed on Probation if their GPAs are Below these Levels:	Are Placed on Probation and are Excluded if their GPAs are Below these Levels:
9 - 15	1.60	—
16 - 26	1.60	1.20
27 - 56	1.80	1.50
57 - 86	1.90	1.70
87 and over	2.00	1.90

Students who fail to achieve the minimum levels of performance required are placed on probation for the subsequent semester or are excluded from Wofford for the subsequent semester.

Also, a student is excluded for the subsequent semester if at the end of a second consecutive semester on academic probation the student has not raised his or her cumulative GPA above the probation level. (For purposes of administering this provision, any summer session in which a student attempts as many as twelve semester hours, whether new or repeated, is considered to constitute a semester.)

Students who are excluded in or at the end of either semester and who wish to attempt to qualify (i.e., to reach the cumulative GPA required) for September reinstatement must attend the Wofford summer session to make that attempt. Students qualifying for reinstatement after being placed on exclusion will be required to be in good standing (i.e., not on probation) at the end of the reinstatement semester in order to continue. Those not meeting this requirement are excluded for the subsequent semester.

Any of the provisions above notwithstanding, however, any student, whether or not his or her cumulative GPA is at the level required for good standing, will be considered to be academically eligible to re-enroll following any semester or summer session in which he or she earns a current GPA of at least 2.50 on a full load of at least twelve new hours.

On the other hand, at any point at which a student's current academic performance becomes extremely poor, the Dean may require, after consultation with the Registrar, the student, and the student's faculty advisor, that the student withdraw from the college forthwith, whether or not his or her cumulative GPA meets the technical standard for good standing.

Normally, a student who is excluded may attempt to achieve good standing in the first summer session following his or her exclusion. But students who have been excluded more than once may be required to wait for periods as long as two years before they are considered for readmission, whether or not they are permitted to attempt any summer session work and regardless of the outcome of any such work they do attempt. Application for the readmission of excluded students should be directed, when timely, to the Registrar.

Although excluded students may regain good academic standing through successful work in summer session, they lose their priority for residence hall rooms and for financial aid when they are excluded. (See *Catalogue* section on Financial Aid.)

Permanent exclusion from the college is of course a very serious matter which is to be considered only after thorough deliberation among the Dean, the Registrar, the student concerned, and the student's faculty advisor. No specific regulations, therefore, are prescribed for those situations in which permanent exclusion might be a possibility.

Wofford will not accept for credit any work undertaken at other institutions by any student during his or her exclusion from Wofford. Normally this policy applies to all students on probation, but in very extenuating circumstances such students may be granted waivers on the basis of acceptable written petitions to the Registrar. Even in the event of such waivers, however, in no case is it likely that the work done or grades earned at the other institutions would be considered to have improved the students' probationary status at Wofford.

Response to Communications from Faculty and Staff

Students are expected to respond to all communications from members of the faculty or staff of the college. All students are required to have campus mail boxes where they may receive notices and requests from college personnel. Students are expected to check their mail daily and to respond to faculty and staff during the next school day after they receive a request. Failure to comply may be grounds for academic or disciplinary sanction.

Withdrawal from the College

In the interest of the welfare of both the student and the institution, Wofford expects each student who withdraws from the college to have an exit interview with the Registrar. In extenuating circumstances, such interviews may be conducted by telephone.

Degree and Program Requirements



Hugh R. Black Infirmary, 1854

Degrees Offered

Wofford College offers the degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.).

Candidates who meet all requirements and successfully complete the major in art history, English, French, German, government, history, humanities, intercultural studies, philosophy, political economy and philosophy, religion, sociology, or Spanish qualify for the B.A. degree.

Candidates who meet all requirements and successfully complete the major in biology, chemistry, physics, or psychology qualify for the B.S. degree.

Candidates who meet all requirements and successfully complete the major in economics, business economics, accounting, computer science/mathematics, finance, or mathematics qualify for the B.A. or the B.S. degree depending on how they meet the college's natural science requirement (see below).

Candidates who successfully complete 154 hours and meet all requirements for each degree, including the successful completion of two appropriate majors, will qualify for the B.A. and the B.S. degrees. (Note, however, that double majors involving one B.A. field and one B.S. field do not ordinarily or necessarily require the completion or result in the award of two degrees.)

Requirements for Degrees

It is the responsibility of each student to know and meet the requirements for the completion of his or her degree.

Achievement of the bachelor's degree is based on a broad distribution of studies among representative fields of liberal arts learning and a concentration of studies in one field. The object of distribution, accomplished by requirements that each student successfully complete courses in designated departments and programs, is to give the student a general view of our intellectual heritage and to broaden his or her outlook. The concentration, provided for by the requirement that each student complete a major in one academic discipline or program, gives opportunity for the student to achieve a competence in a particular field of scholarship.

In all work done toward a degree a candidate's grades must meet certain standards.

Degree requirements are outlined in this chapter. In addition to completing these requirements, each student must be approved for the B.A. or B.S. degree by the faculty at its May meeting, held prior to commencement. Those students who have met all requirements and have been approved and have met all financial obligations to the college are eligible for degrees.

Outline of Distribution Requirements for the B.A. or B.S. Degrees

	Semester Hours Required	
	B.A.	B.S.
English	6	6
Fine Arts	3-4	3-4
Foreign Languages	3-6	3-6
Humanities 101	3	3
Natural Science	8	16
History 101 or 102	3	3
Philosophy	3	3
Religion	3	3
Additional hours in history (101 or 102) or philosophy or religion	3	3
Mathematics	3	3
Physical Education	2	2
Major work	21-33	21-40
Interim Projects	12-16	12-16
Electives to attain a Minimum Total of	124	124

Specifics of Distribution Requirements

General Education Requirements

Students with superior preparation in any of the courses included in the General Education requirements are encouraged (or may be required) to omit those in whose content, in the judgment of the department concerned, they demonstrate satisfactory proficiency. Students relieved of such required courses in this manner must still complete 124 hours in college. Hours credited through the Advanced Placement Program, the College-Level Examination Program, the International Baccalaureate Program, or certain other tests and experience, however, may be included in the 124 hours.

ENGLISH

SIX SEMESTER HOURS

This requirement is met by successfully completing English 102 and a 200-level English course.

FINE ARTS

THREE OR FOUR SEMESTER HOURS

This requirement is met by successfully completing one three-semester-hour 200-level course in Art, Music, or Theatre, or by successfully completing four semester hours in Music 100, 101, 102, and/or 200.

FOREIGN LANGUAGES

THREE OR SIX SEMESTER HOURS

This requirement is met by successfully completing one of the following six-hour course sequences or three-hour courses, or by demonstrating equivalent proficiency:

French 101, 102; or 103; or 201
 German 101, 102; or 201
 Spanish 101, 102; or 103; or 201

Greek 201-202
 Latin 101-102

HUMANITIES 101**THREE SEMESTER HOURS**

This course is normally required of every freshman. Those who fail it may be required to take and pass English 101 before taking English 102.

**NATURAL SCIENCE,
B.A. DEGREE****EIGHT SEMESTER HOURS**

This requirement is met by successfully completing two semesters of course work, preferably in the same department or program, in courses chosen from the following:

Biology 101, 102, 111, 112, 213, 214
Chemistry 123-124
Geology 111, 112
Physics 121, 122, or 141, 142
Psychology 331, 332, 341, 342
Science 101, 102, 103

**NATURAL SCIENCE,
B.S. DEGREE****SIXTEEN SEMESTER HOURS**

This requirement is met by successfully completing two semesters of course work in each of two departments, in courses chosen from the following:

Biology 101, 102, 111, 112, 213, 214
Chemistry 123-124
Geology 111, 112
Physics 121, 122, or 141, 142
Psychology 331, 332, 341, 342

**HISTORY, PHILOSOPHY,
AND RELIGION****TWELVE SEMESTER HOURS**

This requirement is met by successfully completing one applicable course (see below) in each of the three departments, plus one other course, chosen as indicated below, in one of the departments.

History: Only 101 and 102 count toward the requirement. If the student wishes to apply one more history course toward the requirement, it too must be History 101 or 102.

Philosophy: Any 200-level course may be taken for the one course. If the student wishes to apply one more philosophy course toward the requirement, any other three-hour course in the department for which the student has the prerequisites may be taken for that purpose.

Religion: Only 201, 202, or 203 count for the one course. If the student wishes to apply one more religion course toward the requirement, Religion 101 or any other 200-level or any 300-level course in the department for which the student has the prerequisites may be taken for that purpose.

MATHEMATICS**THREE SEMESTER HOURS**

This requirement is met by successfully completing three semester hours in mathematics in any course in the department except Mathematics 100.

PHYSICAL EDUCATION**TWO SEMESTER HOURS**

This requirement is met by successfully completing PE 101 and 102.

Major Work Requirements

At the close of the sophomore year, students normally select the academic area in which they will take their major work. At that point, the student completes the major work form, which is then reviewed for approval by the Chairman of the student's major program and filed with the Registrar.

Major work involves the successful completion of substantial numbers of semester hours in one academic department or, under certain circumstances, in a selected combination of departments. The number of hours required for the various majors ranges from twenty-one to forty (in addition to any prerequisite hours); the specific requirements for given majors are found under the departmental headings in the Courses of Instruction chapter of this *Catalogue*.

Qualified students may achieve double majors by completing all the requirements of each of two separate majors.

Under normal circumstances, no student may take (to apply toward a bachelor's degree) more than thirty-six hours in any one department, with courses used to satisfy General Education requirements not included in calculating that total. Similarly, neither those courses open primarily to freshmen nor those used to meet General Education requirements may be applied toward completion of major work requirements under normal circumstances.

A majority of the courses in a student's major must be taken and successfully completed at Wofford.

Interim Requirements

The graduation requirement for Interim has two parts; these deal with (1) the number of Interim projects students must complete, and (2) the number of projects they must pass. In general terms, the requirement is that each student must complete four projects (one for each full-time year or equivalent at Wofford) and must pass at least three.

More specifically, each student must complete one project for every twenty-seven semester hours of course work awarded or accepted by Wofford for the student after he or she matriculates at the college (except that students who complete all other requirements for graduation in three years must each complete only three projects).

The requirements regarding the numbers of projects which must be passed by transfer students and others who finish graduation requirements in less than four years (or the equivalent) at Wofford are that those students who are required to complete three projects must pass at least two; those required to complete two projects must pass two; and those required to complete one must pass one.

For students permitted one non-passing project completion, credits lost through unsuccessful work in that one project may be regained in semester course hours; but the further credits lost when students fail more projects than is allowable can be regained only by completing and passing projects in subsequent winter Interim periods, during any of which only one project may be undertaken by any student, as is always the case.

Credit hours earned in Interim projects may be applied only toward Interim requirements; they cannot be used to satisfy any portion of General Education or major requirements.

When a student undertakes an approved foreign study program whose calendar precludes his or her participation in Wofford's Interim in that year as ordinarily required, satisfactory completion of the foreign study program will stand in lieu of completion of an Interim project for that year.

When other extenuating circumstances in individual cases require such, the Coordinator of the Interim and the Registrar will determine whether the requirements for completion of Interim projects have been met. Normally, Interim grades of WP or WF would not signify project completion.

Elective Requirements

In addition to the General Education, major, and Interim requirements, the student must pass sufficient elective courses to complete the 124 semester hours necessary for graduation.

■ *Grade Requirements for Graduation*

Candidates for degrees must complete 124 semester hours, including all general and major requirements and the prescribed number of Interim projects. The candidate must have at least a C average (2.0 grade-point average) on all course work attempted. Interim projects, courses graded on the Pass/Fail system, and courses for which students receive grades of WP are not included in calculations of grade-point averages. All courses (except those graded on the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

A candidate may also qualify by presenting a number of hours of C's equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in meeting the requirements for Interim and Physical Education and in other courses graded on the Pass/Fail system, but including all general and major requirements.

The quality of a student's major work must be such that he or she finishes with a grade-point average of 2.0 or higher in all work which could be applied toward the major or that he or she attains grades of at least C in the minimum number of hours and specific courses required for the major.

Grades transferred from other institutions, except Converse College grades earned when the cross-registration program is in effect and grades earned in Wofford-related programs in overseas institutions, will not be used in computing students' grade-point averages or in determining whether other grade requirements for graduation have been met.

■ *Residency Requirement*

The last thirty hours of work toward the degree and more than half of the hours toward the major 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 of those hours at an accredited senior college or university other than Wofford. Before undertaking such work, the student must obtain the approval of the Registrar and the chairmen of the departments concerned.

Pre-Professional And Combined Programs

■ *Combined Academic-Engineering Programs*

Wofford College has agreements with two institutions which afford students opportunity to become liberally educated engineers. The programs usually involve three years of study at Wofford, followed by two years at the other institution. After a student has completed General Education requirements and certain prescribed courses in mathematics and the physical sciences at Wofford and has been recommended by the faculty, he or she will normally be automatically accepted at the school of engineering at Columbia University or Georgia Institute of Technology. With successful continuation into the second year at the professional school, the student may be awarded the bachelor's degree by Wofford, and after meeting requirements at the professional school (usually by the end of the second year there), the student is awarded the Bachelor of Science Degree in Engineering by that school.

These pre-engineering programs are tightly structured, and the requirements of the engineering schools differ slightly. Therefore, it is wise for those interested to consult early and frequently with the program advisor.

The college has been asked to form agreements with universities in addition to Columbia and Georgia Tech. Interested students should see the pre-engineering advisor to learn what new opportunities may be available in the next several years.

■ *Pre-Professional Programs:*

Pre-Health Care, Pre-Ministry, and Pre-Law

Wofford College has an excellent reputation for preparing persons for the graduate study required for entry into medicine, dentistry, nursing, veterinary medicine, the Christian ministry, and law. Generally, any of the college's majors provides useful and appropriate background for students who wish to enter professional schools. There are, however, certain specific course requirements which must be met for admission to most professional and graduate schools. It is very important therefore that interested students stay in close and frequent contact with the appropriate program advisors at Wofford.

Students interested in studies in the health-care fields especially should be aware of course requirements for admission to schools of medicine, nursing, dentistry, or veterinary medicine. They should obtain the necessary information before choosing a major or deciding upon elective course-work.

While there are no specific course requirements which must be met for admission to law schools, Wofford College wants students who wish to prepare for the practice of law to choose electives which include English, American history, government, accounting, economics, ethics, writing, and public speaking. Statistics, logic, and religion are also recommended. Pre-law students should major in one of the humanities or social sciences.

In rare instances, professional schools may offer students admission on transfer upon their completion of undergraduate general requirements and certain other conditions but before completion of their undergraduate degrees. A Wofford student who accepts such opportunity at an accredited school of medicine, dentistry, law, or veterinary medicine may yet receive the Bachelor of Arts or Bachelor of Science degree from Wofford by completing certain requirements in the professional school. Qualified students to whom these prospects are of interest should pursue them first with the professional schools they are considering, and then with the Registrar and the appropriate pre-professional advisors at Wofford.

■ *Teacher Education Program*

Wofford College offers a program to prepare graduates to teach in public and private secondary schools in South Carolina and the nation. The program leads to certification in grades 9-12 in biology, chemistry, English, French, mathematics, physics, social studies (economics, government, history, and sociology), or Spanish. These programs of teacher preparation are designed to comply with the *Standards for State Approval of Teacher Education* published by the National Association of State Directors of Teacher Education and Certification (NASDTEC) as modified and approved by the South Carolina Board of Education. Students successfully completing the Teacher Education Program at Wofford are recommended for certification in South Carolina and numerous other states.

The goals of the Teacher Education Program are:

1. To provide prospective teachers with a broad background of general knowledge and skills as a basis for the development of cultural literacy and understanding of our intellectual heritage.
2. To provide prospective teachers with professional courses and experiences that will form the philosophical, psychological, sociological, historical, and methodological bases of teaching and learning.
3. To provide prospective teachers with effective models, methods, materials and resources for teaching and learning.
4. To provide prospective teachers with a depth of knowledge and skills in at least one teaching area or specialization.

The Teacher Education Program provides both the academic courses and the clinical experiences to prepare the Wofford student for excellent service as a secondary school teacher.

Careful planning and selection of courses are required in order to satisfy both Wofford's requirements and those of teacher certification agencies. The earlier a student registers interest in teaching with the Chairman of the Department of Education, the more readily can the planning be effected.

Program Components

The program at Wofford College has three interrelated components. First, there are those studies required of all students to ensure a broad exposure to our intellectual heritage. For this purpose, students are required to take

courses in English, fine arts, foreign language, humanities, science, history, philosophy, religion, mathematics, and physical education. These are commonly referred to as "general education" courses and requirements. The requirements in general education for graduation established by Wofford and the requirements in general education mandated for certification to teach are different in certain respects; certification requires an additional course in fine arts, a course in public speaking, study in non-western cultures, study of minority cultures, and additional courses in social studies. Students should consult the Chairman of the Department of Education and become familiar with the specific general education requirements listed in this *Catalogue* for graduation and in the *Teacher Education Handbook* for certification.

The second component of the Teacher Education Program is concentrated study in one or more fields. The college requires each student to complete a major in one of several fields. In order to obtain solid grounding in their subject of teaching specialization, students in teacher education also complete a major in the field they will teach. To graduate, students in teacher education must complete the Wofford College requirements for a major; to become certified to teach, they must complete the South Carolina Department of Education approved program requirements provided at Wofford in the teaching specialization. The latter are referred to as "teaching major" requirements. Students should become familiar with both the college's requirements and the state's approved program requirements offered in the teaching major at Wofford College. A statement of the Wofford requirements for a major can be found in this *Catalogue*. The state-approved program requirements are listed in the *Teacher Education Handbook*.

The third part of the Teacher Education Program is made up of courses in education and of applied or practical experiences in the public schools. This is referred to as the "professional education" component of the program. These offerings include depth of study for those who wish to become professional teachers, but several may be taken by any student who wishes to broaden his or her understanding of education.

The required professional education courses and the year in which they are recommended are:

Sophomore Year	Education 200: Foundations of Education
Junior Year	Education 301: Human Growth and Development
	Education 310: The Teaching of Reading
	Education 332: Educational Psychology
	Education 333: Seminar and Practicum in Secondary School Methods I
Senior Year	Education 433: Seminar and Practicum in Secondary School Methods II
	Education 440: Student Teaching

Explanations of the professional education requirements are included in the *Teacher Education Handbook*, the *Clinical Experiences Handbook*, and the *Student Teaching Handbook*, available in the Department of Education and through consultation with the Chairman.

Admission to the Program

The following basic standards must be met by the Wofford student before he or she can receive admission to the Teacher Education Program. The student must have:

1. completed at least sixty (60) semester hours of course work which will meet degree requirements;
2. achieved a cumulative 2.5 grade-point average on a 4.0 scale or a 2.0 grade-point average and a score above the 50th percentile of examinees in South Carolina taking the SAT or ACT in the year of graduation from high school;
3. received a passing score on all three parts of the Education Entrance Examination (EEE) which is administered through programs established by the South Carolina Department of Education (EEE may be taken a maximum of three times; if any remediation is needed after the first attempt, the Chairman of the Department of Education should be contacted);
4. received at least two professional recommendations (one from general education faculty and one from teacher education faculty).

To initiate admission procedures, the student must complete the Wofford College Teacher Education Program Interest Form, confer with a faculty member in the Department of Education, and submit the Application for Admission to the Teacher Education Program to the Chairman of the Department of Education. The student should request two recommendations (one from general education faculty and one from teacher education faculty), using a form obtained from the Chairman of the Department of Education.

The Chairman of the Department of Education will review the application for completeness and submit it and the recommendations to the Teacher Education Committee for review, discussion, and action. The Chairman of the Department of Education will notify the student of the Committee's action.

Students not in the Teacher Education Program may enroll for elective hours in a number of courses offered by the Department of Education; however, no student may enroll in Education 440 until he or she has formally applied for and received admission to the program. **Admission to the program must be obtained no later than one full semester prior to student teaching.**

Transfer students interested in teacher education should discuss their status with the Chairman of the Department of Education upon their arrival on campus.

Students who have already earned bachelors degrees and who desire to earn certification through Wofford's program must follow the established procedure for admission to the program. They must present transcripts of all college work and a letter of character recommendation. They must fulfill all the requirements of the program in which they enroll. The Chairman of the Department can advise what requirements are met by the work previously completed at Wofford or other institutions.

Retention in the Program

Evaluation of students enrolled in the Teacher Education Program is a continuous process. Both attitude and performance are important. If a student's attitude toward teaching indicates a probable lack of interest as a teacher, or if performance in course work and clinical experiences indicates academic deficiency, the student may be advised to withdraw from the program.

Specifically, **to be retained in the program** the student must:

1. maintain a grade-point average of at least 2.0 **overall and in the teaching major**;
2. complete satisfactorily each prerequisite professional education course and the prescribed clinical experiences in Education 200, 310, 333, and 433, prior to enrolling in Education 440.

Recommendation for Certification

The college advises students about requirements of the program and helps with scheduling the appropriate sequences of courses. Responsibility for starting the program and pursuing it to completion, however, rests upon the individual student. Deficiencies in preparation at the time the candidate seeks recommendation for certification are not the responsibility of the college. Wofford College recommends for certification only those students who have completed satisfactorily all requirements in the three Teacher Education Program components.

Courses of Instruction



The Dean's Home, 1877

On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact department chairmen or the Registrar.

Not all courses are offered each year. Department chairmen should be consulted for scheduling information.

Wofford students should be aware that, under the terms of a cross-registration agreement, they may have access also to a number of courses offered at Converse College. The privileges of this arrangement are available to students who have a C average or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. Wofford students may not take at Converse courses that are offered at Wofford nor may they take courses at Converse to meet Wofford's General Education requirements. Priority for classroom space for Wofford students at Converse is given to upperclass students. Freshmen may not take courses at Converse unless they have the permission of the Wofford Registrar.

Information as to specific courses which are offered at Converse may be obtained from the Registrar at Wofford.

Numbering System

Courses numbered in the 100's and 200's are primarily for freshmen and sophomores; courses numbered in the 300's and 400's are primarily for juniors and seniors.

In general, courses numbered in the 250's, 450's, or 460's are research courses or directed study courses; those numbered in the 470's are independent study courses; and those numbered in the 280's, 480's, or 490's are special topics courses. Honors courses, which may be developed for individual senior students, are numbered in the 500's.

Course numbers separated by a *colon* (e.g.: 201:202) indicate a full year course for which credit is not given unless the work of both semesters is completed. Such a course may not be entered at the second semester.

Course numbers separated by a *hyphen* (e.g.: 201-202) indicate a year course for which credit for one semester may be given, but which may not be entered at the second semester.

Course numbers separated by a *comma* (e.g.: 201,202) indicate two one-semester courses, the second of which continues from the first; these courses may be entered at either semester.

Single course numbers (e.g.: 201) indicate one-semester courses.

Although as a general rule odd-numbered courses are offered in the fall semester and those with even numbers are offered in the spring semester, some courses may be offered in either semester.

On the last line of individual course descriptions are three numbers (in parentheses) which indicate, in turn, the number of class hours or equivalent normally met each week, the number of laboratory hours or equivalent normally met each week, and the number of semester hours credit for the course.

Course and Program Descriptions

Accounting

PHILIP S. KEENAN, SUSAN M. WILEY

Students majoring in Accounting have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college's natural science requirements). Students may not major in both Accounting and Finance or Accounting and Business Economics.

Any student who has twice failed a course listed as an Accounting major prerequisite may appeal to be exempted from that prerequisite. The student must request before the end of the add period of the subsequent semester that the faculty of the Department of Economics and Accounting review the appeal. The department faculty's decision is final.

The upper-level courses are offered only once a year and most must be taken in a prescribed sequence. Majors who delay taking Accounting 211 past the spring semester of their sophomore year will have to attend summer school, possibly at a college other than Wofford, in order to graduate on time.

Major Prerequisites:

Mathematics 130, 140, 181; Computer Science 101; Economics 201, 202.

Major Requirements:

Accounting 211, 212, 351, 352; Finance 321; Economics 372; plus four (4) of the 400-level accounting courses as approved by the advisor of the Accounting major. Requirements for sitting for the CPA examination vary from state to state and are different from those for completing the major. Students should seek advice from the accounting faculty.

211. Accounting Principles I

An Introduction to the basic concepts and methodology of financial accounting, with emphasis on the analysis and recording of business data, and the preparation and use of corporate financial statements.
(3/0/3) STAFF

212. Accounting Principles II

Introduction to managerial accounting, with emphasis on manufacturing costs and management use of accounting data for planning, budgeting, and decision making. Prerequisite: Accounting 211.
(3/0/3) STAFF

333. Accounting Spreadsheet Applications

The use of spreadsheet software in building models to solve problems in accounting and finance. Prerequisites: Accounting 211, Computer Science 101, Finance 321.
(2/0/2) KEENAN

351. Intermediate Accounting I

In-depth study of financial accounting theory and practice primarily related to assets. Prerequisite: Accounting 211.
(3/0/3) STAFF

352. Intermediate Accounting II

In-depth study of financial accounting theory and practice primarily related to liabilities and stockholders' equity. Prerequisites: Accounting 351, Finance 321.

(3/0/3) STAFF

402. Cost Accounting

Basic consideration of cost principles and procedures applicable to manufacturing operations with emphasis on planning, controlling, and decision making. Prerequisites: Accounting 211, 212; Mathematics 130, 140.

(3/0/3) KEENAN

411. Advanced Accounting

Study of accounting entities such as multi-national enterprises, partnerships, not-for-profit and governmental organizations, and consolidated corporations. Prerequisite: Accounting 352.

(3/0/3) WILEY

412. Auditing

Theory of auditing, using generally accepted auditing standards. Additional emphasis on practical applications of auditing techniques. Prerequisite: Accounting 352.

(3/0/3) WILEY

421. Tax Accounting

Theory and practice of federal income taxation for individuals and for corporations, with emphasis on property transactions. Prerequisites: Accounting 211, 212.

(4/0/4) KEENAN

480+. Special Topics in Accounting

Topics and credit may vary from year to year. Prerequisite: Permission of instructor.

(1-3/0/1-3) STAFF

Biology

GEORGE W. SHIFLET, JR., *Department Chairman*

CLARENCE L. ABERCROMBIE, GEORGE R. DAVIS, JR., H. DONALD

DOBBS, ROBERT E. MOSS, DOUGLAS A. RAYNER

Major Requirements:

Biology 111, 112, 213, 214

Six advanced courses chosen in consultation with the department chairman. Two of these may be three-hour, non-laboratory courses. No more than two three-hour courses in Biology may be counted toward the major. Additional three-hour courses taken beyond the two will be treated as non-major electives. No prospective major should take advanced courses before completing 111, 112, 213, and 214.

In the senior year, performance to the satisfaction of the department faculty on a comprehensive examination on courses 111, 112, 213, and 214.

As related work, eight hours of laboratory courses in another science as required for the B.S. degree.

101. General Zoology

Fundamental facts and principles of animal life. Offered in summer only; does not count toward a major in Biology.

(3/3/4) STAFF

102. General Botany

Fundamental facts and principles of plant life. Offered in summer only; does not count toward a major in Biology.

(3/3/4) STAFF

111. Introductory Animal Biology

Study of animal life, with emphasis on form and functions.

(3/3/4) DOBBS

112. Introduction to Genetics and Development

Study of the basic concepts of heredity and subsequent development of organisms.

(3/3/4) MOSS

213. Introduction to Plants and the Ecosystem

Study of the structure and function of the vascular plants, with an emphasis on flowering plants. Also an introduction to environmental biology and to major ecological principles, especially at the level of the community and the ecosystem.

(3/3/4) RAYNER

214. Introduction to Molecular and Cellular Biology

Introduction to morphological, biochemical, biophysical, and genetic studies of living cells.

(3/3/4) SHIFLET

250. Introduction to Research

Course designed to introduce students to research through individual projects.

(3/0/3) SHIFLET

251. Critical Analysis of Scientific Literature

Reading, analysis, evaluation, and presentation of current research literature in the biological sciences. Topics will be chosen by the students, but will certainly include AIDS and the mechanisms behind cancer. Strongly recommended for those wishing to pursue a career in research.

(3/0/3) MOSS

301. Genetics

Study of the principles of heredity with emphasis on the more recent experimental work.

(3/3/4) SHIFLET

302. Vertebrate Morphogenesis

Study of vertebrate anatomy and embryology.

(3/3/4) DOBBS

303. Microbiology

Study of the biology of microorganisms, with emphasis on bacteria and viruses.

(3/3/4) SHIFLET

304. Invertebrate Zoology and Animal Parasitism

Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in man.

(3/3/4) DOBBS

- 305. Developmental Biology**
Study of the biological mechanisms driving organismal development, the process by which complex organisms are formed from single cells. Includes a description of early embryonic development from fertilization through formation of the nervous system.
(3/3/4) MOSS
- 306. Neurobiology**
Study of the structure and function of the nervous system from sub-cellular to systems levels with emphasis on the experimental foundation of modern principles.
(3/3/4) DAVIS
- 307. Ecology**
Study of the environmental interactions that determine the distribution and abundance of organisms. Ecological principles discussed at the level of the organism, the population, the community, and the ecosystem.
(3/3/4) RAYNER
- 310. Field Biology**
Introduction to the natural history of selected groups of native animals and plants. Emphasis on techniques for field capture and identification of animals and collection and identification of non-vascular plants.
(3/3/4) RAYNER
- 313. Plant Physiology**
Introduction to the basic principles of plant physiology, including pioneering research, both recent and classical. Topics include basic background material, the physical processes at work in plants, plant biochemistry and metabolism, and plant growth and development.
(3/3/4) RAYNER
- 315. The Plant Kingdom**
Study of body structure, life cycles, and relationships in the major groups of plants.
(3/3/4) RAYNER
- 317. Field Botany**
Principles and practices in identifying, naming, and classifying vascular plants. Taxonomic principles, descriptive terminology, and use of keys in plant identification will be the lecture emphasis. Lab will involve the study of vascular plants in their natural environment.
(3/3/4) RAYNER
- 401. History of Biology**
Study of the development of the biological sciences from antiquity to the present.
(3/0/3) DOBBS
- 402. Human Genetics**
Study of the principles of genetics, using the human as the primary organism of interest.
(3/0/3) STAFF
- 404. Animal Physiological Principles**
Study of the leading ideas and concepts of the physiology of animals.
(3/3/4) DAVIS

- 405. Immunology**
A concise but comprehensive and up-to-date introduction to modern immunology.
(3/0/3) DAVIS
- 407. Mammalian Histology**
Microscopic study of the cellular structure of tissues and organs.
(3/3/4) DAVIS
- 408. Evolution**
Study of the facts and concepts of the synthetic theory of organic evolution, with an emphasis on adaptation and the origin of organic diversity. Class discussion based on original writings and a brief textbook.
(3/0/3) RAYNER
- 409. Advanced Molecular and Cellular Biology**
Study of various topics to include molecular techniques, control of gene expression, cell-cell communication, and molecular basis of cancer.
(3/0/3) SHIFLET, MOSS
- 410. Advanced Molecular and Cellular Biology**
Identical in content to Biology 409 but has a laboratory component. The laboratory will include the application of modern techniques of molecular biology to individual projects.
(3/3/4) SHIFLET, MOSS
- 480+. Selected Topics in Biology**
The topic for any semester may be one of special interest, special need, or special content.
(3/0/3) STAFF

Honors Courses and In-Course Honors

The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to the sections on Honors Courses and In-Course Honors in this *Catalogue*.

Chemistry

DONALD A. CASTILLO, JR., *Department Chairman*
CHARLES G. BASS, JAMEICA B. HILL, W. SCOT MORROW, DAVID M. WHISNANT

The chemistry department offers a major appropriate for students who plan to do graduate work leading to the M.S. or Ph.D. in chemistry, pursue advanced work in medicine, or become industrial chemists. It is a preprofessional major designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry. While the major is good preparation for all students interested in chemistry, the department is developing a second major track to provide more specifically for students who are planning careers in biochemistry, medicine, dentistry, or the pharmaceutical sciences. This "Molecular Life-Science" track for majors in chemistry will include the required core of courses in the pre-professional track, plus additional work in organic and biochemistry, and courses in pharmacology and toxicology and in biotechnology. Information is available from the department chairman.

Major Prerequisites:

Chemistry 123-124; Physics 141, 142; Mathematics 181, 182.

Major Requirements:

Chemistry 201-202, 213, 311, 312, 322, 410, 420, and either 301 or 330. Participation in departmental seminars in junior and senior years.

123-124. General Chemistry

A thorough treatment of the fundamentals of chemistry from a strictly modern point of view.

(3/3/4) each semester STAFF

201-202. Organic Chemistry

A study of the major classes of organic compounds, with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124.

(3/3/4) each semester BASS

213. Introductory Analytical Chemistry

Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124.

(3/3/4) CASTILLO

250+. Introduction to Research

Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A student may earn a maximum of 4 semester hours in Chemistry 250+. Prerequisite: Chemistry 123-124 or permission of the department faculty.

(0/3/1) STAFF

280+. Selected Topics in Chemistry

Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists as well as chemistry majors. Specific topics will vary with student interest and will be announced one semester in advance.

(1-3/0-3/1-4) STAFF

301. Biochemistry

A rigorous introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. A thorough treatment of the physico-chemical properties of informational macromolecules is employed to provide a sound basis for the study of bioenergetics and metabolic organization. Prerequisite: Chemistry 202.

(3/3/4) MORROW

302. Biochemistry

Identical in prerequisite and content to Chemistry 301 but has no laboratory component.

(3/0/3) MORROW

311,312. Physical Chemistry

A study of the laws and theories of chemistry, thermodynamics, kinetics, quantum theory, molecular structure, etc., from a modern viewpoint. Emphasis on problem solving. Prerequisites: Chemistry 213; Physics 141, 142; Mathematics 181, 182.

(3/3/4) each course WHISNANT

322. 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. Prerequisite: Chemistry 311.

(3/3/4) HILL

330. Organic Mechanisms

A course providing a firm foundation in organic mechanisms and stereochemistry which should enable students to explain and interrelate facts concerning known reactions and to predict the outcome of reactions for which no knowledge exists. Asymmetric synthesis, a topic of much current research and of immense importance to the pharmaceutical industry, will also be examined. Prerequisite: Chemistry 202.

(3/3/4) BASS

410. Chemical Instrumentation

A study of the theories employed in analytical instrumentation. The application of instruments for methods in absorption and emission spectroscopy, gas chromatography, mass spectroscopy, radioisotopes, electrometric measurements, and separations will be emphasized. Prerequisite: Chemistry 311.

(2/6/4) CASTILLO

420. Organic Syntheses

An introduction to the application of organic reactions to the synthesis of moderately complicated molecules. Basic reactions learned in organic chemistry and new reactions and reagents will be explored. Strategies in the design of multistep syntheses will be presented. In the laboratory, students work as small research teams which perform several multistep syntheses, employ modern separation methods, and identify the products by spectroscopic techniques. Prerequisite: Chemistry 202.

(3/3/4) BASS

450:451. Senior Research

Guided original research in the field of a student's interest. Introduction to basic research principles. Library and laboratory research leading to a solution of the problem and a written report. Prerequisites: Permission of instructor and Department Chairman.

(0/6/4) STAFF

480+. Advanced Topics in Chemistry

Group or individual study of special topics in chemistry at an advanced level. Topics will vary with student interest, but will be selected from an advanced area of analytical, organic, inorganic, physical, or biochemistry, and will be announced one semester in advance. Prerequisites: Introductory course in area of study and permission of instructor.

(3/0/3) STAFF

Honors Courses, In-Course Honors, and Research

Chemistry majors are encouraged to participate in the honors programs and research opportunities that are available in the department. For further information see Chemistry 250+ and Chemistry 450:451 in the course descriptions above and the section on Honors Courses and In-Course Honors in this *Catalogue*, or consult the Department Chairman.

Computer Science

DANIEL W. OLDS, *Department Chairman*

ANGELA B. SHIFLET, BENJAMIN F. VARN, JR., DAVID M. WHISNANT

The department offers a variety of courses which will help students acquire the knowledge, experience, and skill to use a computer as an effective tool in many areas. The department also offers, with the Department of Mathematics, a major in Computer Science/Mathematics. Computer Science 240 and Mathematics 181 are prerequisites for this major. Students completing the major may qualify for either the B.A. degree or the B.S. degree, depending upon how they meet the college's natural science requirement.

Major Requirements:

Computer Science: Computer Science 350, Physics 203, and at least three other computer science courses at the 300+ level (which may include several offerings in the 480+ series).

Mathematics: Mathematics 182, 220, 235, 431, and at least one of 140, 230, 320, 330, or 421.

101. An Introduction to Computers

This course is an introduction to the general field of data processing and to the capabilities of Wofford's time-sharing computer system and micro-computers. Topics covered are the influence of the computer, computer hardware and software, input/output devices, and auxiliary storage devices. "Hands-on" experience is gained by working with software on the time-sharing system and on the micros. Software for communications, word processing, electronic spreadsheets, and database management will be given particular emphasis, as will the graphics capability of the computer.
(3/0/3) STAFF

210. Programming in BASIC

In this course students are to learn to write computer programs using the BASIC language. Programming topics dealt with are program logic, design techniques, data entry and retrieval, arrays and tables, matrix manipulation, and the preparation and processing of files. Prerequisite: Computer Science 101 or a programming course.
(3/0/3) STAFF

220. Programming Mathematics and Science Applications in FORTRAN

In this course students are to learn to design, write, and debug computer programs using the FORTRAN language and emphasizing mathematics and science applications. Prerequisite: Computer Science 101 or a programming course.
(3/0/3) STAFF

230. Programming Business Applications in COBOL

In this course students are to learn to plan, write, and debug computer programs using the COBOL language and emphasizing business applications. Prerequisite: Computer Science 101 or a programming course.
(3/0/3) STAFF

240. Programming Computer Science Applications in Pascal

In this course students are to learn to write computer programs using the Pascal language. Topics dealt with include string processing, list processing, searching and sorting, recursion, and data types and structures. Students are

introduced to problem solving and algorithm development, with emphasis on good programming style and data-structuring techniques. Prerequisite: Computer Science 101 or a programming course.
(3/0/3) STAFF

245. Development of Information Systems

In this course students are to learn the methods and techniques of the analysis, design, and development of computer-based information systems. The course includes work with database management systems using systems software. Prerequisite: Computer Science 101.
(3/0/3) STAFF

250+. Selected Topics in Computer Science

The 250+ courses provide opportunity for group or individual study of selected topics in computer science at an intermediate or advanced level. Students must present proposals for their study projects before the date for pre-registration. Projects for one, two, or three semester hours may be proposed and repeated for cumulative credit up to six hours. A formal paper must be included in any three-hour project and for the first cumulative credit beyond three hours for a student with no such paper on file. Prerequisite: Normally, at least three credit hours in computer science, but this may be waived by unanimous consent of the Computer Science faculty; other prerequisites may be set by the instructor of any project.
(0/0/1-3) STAFF

310. Computer Graphics

This course is an introduction to computer graphics. Particular emphasis will be placed on the algorithms used to produce 2D graphics with a computer. Topics will include graphics devices, line drawing, polygons, circles, vectors, transformations of pictures, raster graphics, curves, and an introduction to 3D graphics. Prerequisites: Mathematics 181 and proficiency in a programming language such as Pascal, C, or FORTRAN.
(3/0/3) STAFF

320. Programming Languages

This course is a comparative study of high-level programming languages, including study of the design, evaluation, and implementation of such languages. Emphasis is placed on the ways in which such languages deal with the fundamentals of programming. Prerequisite: Computer Science 240.
(3/0/3) STAFF

350. Data Structures

This course is an introduction to the formal study of data structures such as arrays, stacks, queues, lists, and trees along with algorithm design and analysis of efficiency. Prerequisite: Computer Science 240.
(3/0/3) STAFF

410. Programming Projects.

The goal of this course is to study software engineering through a project-oriented approach. The emphasis will be on the specification, organization, implementation, testing, and documentation of software. Students will work in groups on various software projects. Prerequisite: A 300- or 400- level computer science course.
(3/0/3) STAFF

480+. Special Topics in Computer Science

Specific topics offered will vary from semester to semester. Prerequisites will vary with topics.
(3/0/3) STAFF

Economics

MATTHEW A. STEPHENSON, *Department Chairman*
 JOHN K. FORT, FRANK M. MACHOVEC, JOHN R. McARTHUR,
 RICHARD M. WALLACE

Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college's natural science requirements). Students may major in both Economics and Accounting, but they may not major in both Economics and Finance. Students may not major in both Business Economics and Economics, or Finance, or Accounting.

Any student who has twice failed a course listed as an Economics/Business Economics major prerequisite may appeal to be exempted from that prerequisite. The student must request before the end of the add period of the subsequent semester that the faculty of the Department of Economics and Accounting review the appeal. The department faculty's decision is final.

Major Prerequisites for either Major Program:

Mathematics 130, 140, 181; Computer Science 101.

Economics Major Requirements:

Economics 201, 202, 301, 302; grades of C-minus or better in Economics 201 and 202.

Fifteen additional semester hours of Economics.

Business Economics Major Requirements:

Economics 201, 202, 301, 302; Accounting 211, 212; grades of C-minus or better in Economics 201 and 202.

Two of the following courses: Economics 372, Finance 321, 331.

Two additional courses in Economics (excluding Economics 372).

201. Principles of Microeconomics

An introduction to the economic way of thinking and a study of market processes.
 (3/0/3) STAFF

202. Principles of Macroeconomics

An introduction to macroeconomics, a study of the theory of income and employment and of the policies that affect the level of income and employment. Prerequisite: Economics 201.
 (3/0/3) STAFF

301. Microeconomic Theory

An intermediate-level course in the economic analysis of market processes. Prerequisites: Economics 201; Mathematics 181; a grade of C-minus or better in Economics 201.
 (3/0/3) STEPHENSON

302. Macroeconomic Theory

An intermediate-level course in the economic analysis of the determination of income, employment, and inflation. Prerequisites: Grades of C-minus or better in Economics 201 and 202.
 (3/0/3) MACHOVEC, McARTHUR

311. Economic History of the United States

A historical treatment of the economic development of America from colonial times to the present. Prerequisites: Economics 201, 202.
 (3/0/3) STEPHENSON

322. 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. Prerequisites: Economics 201, 202.
 (3/0/3) MACHOVEC

331. Public Choice

A study of collective economic choice as to government activities and the influence of institutional structure on such choice. Prerequisite: Economics 201.
 (3/0/3) McARTHUR, WALLACE

332. Law and Economics

An economic analysis of Anglo-American legal institutions with emphasis on the economic function of the law of property, contract, and torts. Prerequisite: Economics 201.
 (3/0/3) McARTHUR, WALLACE

372. Business Law

A study of the uniform commercial code and the legal environment of business.
 (3/0/3) FORT

401. 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. Prerequisite: Economics 301.
 (3/0/3) MACHOVEC

431. Labor Economics

An applied microeconomic study of the market for labor services, with some emphasis on those features which make labor markets unique. Prerequisite: Economics 301.
 (3/0/3) WALLACE

432. Managerial Economics

The application of microeconomic theory and quantitative methods to managerial decision-making. Prerequisite: Economics 301.
 (3/0/3) STEPHENSON

440. 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 201, 202.
 (3/0/3) WALLACE

441. Comparative Economic Systems

A study of the nature and characteristics of a free market economy in comparison to controlled or managed economies such as socialism, communism, fascism, and mercantilism. Prerequisites: Economics 201, 202.
(3/0/3) MACHOVEC

442. Public Policy Toward Business

A study of government regulation of business and antitrust policy. Prerequisite: Economics 301.
(3/0/3) STEPHENSON

480+. Special Topics in Economics

Topics may vary from year to year.
(3/0/3) STAFF

Education

JAMES P. MAHAFFEY, *Department Chairman*
WILLIAM EDDIE RICHARDSON, CYNTHIA A. SUAREZ

The Education Department does not offer a major, but offers courses required for students who wish to prepare for certification as teachers in secondary schools. The Teacher Education Program requires Education 200, 301, 310, 332, 333, 433, and 440. For further information, consult the *Catalogue* section on the Teacher Education Program or contact the Chairman of the Education Department.

200. Foundations of Education

A study of the purposes, background, organization, and operation of the total educational program. The development of the American education system is traced from its beginnings to the present day with emphasis placed on major developments influencing the school in modern society. Students engage in school observations and tutorial work while acquiring fundamental knowledge essential to preparing for a career in education. To be taken in the sophomore year. Prerequisite to all other teacher education courses.
(3/0/3) STAFF

301. Human Growth and Development

A survey designed to acquaint students with basic knowledge and understanding of the principles of life-long human growth and development. Content addresses the various patterns of physical, intellectual, social, and emotional aspects of growth with a focus on developmental applications in educational settings. Prerequisite: Education 200 or permission of instructor.
(3/0/3) STAFF

310. The Teaching of Reading

Theories, methods, and materials for teaching and enhancing reading and study skills at the secondary level (grades 9-12). Course content includes (1) a survey of techniques, strategies, and materials which facilitate students' reading and study skills in content areas, and (2) an introduction to the fundamental knowledge and skills needed to help students through remediation to build self-esteem and confidence in various reading/study activities. Special attention is devoted to the diagnosis of reading difficulties, prescriptive remediation techniques, and computer-assisted instruction. A clinical experience is included. Prerequisite: Education 200.
(3/0/3) MAHAFFEY

332. Educational Psychology

Psychology of learning, learning theories, and stages of development as applied to the learner in the classroom. Attention is given to research into learning problems, management and assessment of learning, and the least restrictive environment for exceptional learners. Prerequisite: Education 200 or permission of instructor.
(3/0/3) STAFF

333. Seminar and Practicum in Secondary School Methods I

A generic course in methods designed (1) to provide teacher education students a further view of teaching as a career; (2) to introduce students to general instructional strategies, methods, planning techniques, and teaching resources for use in secondary classrooms; (3) to afford students an opportunity to further refine their philosophy of education, their understanding of the learning process, and their knowledge of how to assist their students in building self-esteem and confidence; and (4) to give students selected practical experience in working with students in secondary school classrooms and communicating with students and parents. The course has three components: (1) on-campus class seminars conducted by Education Department faculty, (2) practicum experiences in public school classrooms of selected cooperating secondary teachers, and (3) school-based seminars led by certified secondary subject area classroom teachers. Offered in the Interim. Prerequisites: Education 200, 301, and either 310 or 332.
(4 semester hours) STAFF

433. Seminar and Practicum in Secondary School Methods II

A specialized course in teaching methodology designed to develop many teaching skills as an instruction leader in a secondary-level classroom, grades 9-12. The teaching skills are to be addressed in two components: (1) a broad-based cluster of skills including planning learning experiences, improving instructional strategies, managing the classroom and student behavior, and developing evaluation techniques; and (2) understanding and applying specialized techniques in specific teaching areas (biology, chemistry, English, French, mathematics, physics, social studies, and Spanish). During the two course components, the teacher education student will study various teaching methods, resources, and models in order to develop effectiveness and efficiency in teaching in the area of specialization. Clinical experiences required. Offered in the Interim. Prerequisites: Education 200, 301, 310, 332, and 333.
(4 semester hours) STAFF

440. Student Teaching

Full-time observation, participation, and teaching in public schools for one semester under the supervision of public school personnel, the education faculty, and faculty from the student's teaching area. Weekly seminars. Usually taken in the spring semester of the senior year. Prerequisites: Education 200, 301, 310, 332, 333 and 433.
(12 semester hours) STAFF

480+. Special Topics in Education

Study of selected pertinent topics in education.
(3/0/3) STAFF

English Language and Literature

GEORGE B. MARTIN, *Department Chairman*
 DENNIS M. DOOLEY, BENJAMIN B. DUNLAP, VIVIAN B. FISHER,
 EDMUND HENRY, JOHN E. LANE, SALLY H. PLOWDEN,
 LINDA POWERS, MARY MARGARET RICHARDS, DENO P. TRAKAS,
 CAROL B. WILSON

Major Prerequisites:

English 200, 201, and 202.

Major Requirements:

Eight advanced courses, including at least one from each of the following groups:

- A. 301, 303, 305, 311, 313, 314, 317, 337.
- B. 307, 308, 309, 330, 331, 332, 338.
- C. 321, 322, 333, 339.

With the permission of the Chairman of the English Department, Theatre 350, Theatre 351, and Theatre 480+ may be counted toward a major in English.

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

101. College Composition

A practical review of those elements of mechanics, grammar, and style that are most relevant to the writing of effective and attractive expository prose. The course will begin on the level of words and sentences, will move to paragraphs, to letters and reports, and then to short essays. Students will read and analyze the writing of contemporary prose stylists whose work can usefully serve as models. Does not apply toward fulfillment of general or major requirements. (3/0/3) STAFF

102. Seminar in Literature and Composition

An in-depth study of some topic in literature. Reading and discussion will lead to written work and independent investigation. Objectives will be to read critically, think analytically, and communicate effectively. Several short papers and one documented paper will be written. Prerequisite: Humanities 101 or English 101. (3/0/3) STAFF

200. Introduction to Literary Study

Designed to develop beyond the freshman level the student's ability to read literary classics with appreciation and understanding and with a sense of the traditions out of which they grew. There will be intensive exercise in the critical analysis of literary works from a variety of periods and genres. Required reading will include a classical work, a play of Shakespeare, and other works chosen by the instructor. (3/0/3) STAFF

201. English Literature to 1800

A 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

202. English Literature Since 1800

A 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

301. English Medieval Literature

Readings in Old and Middle English literature, in translated or modernized versions, through the end of the fifteenth century, excluding Chaucer. (3/0/3) HENRY

303. Seventeenth-Century English Literature to the Time of the Restoration

A study of important works of drama, lyric, and criticism from the period. Chief among the authors studied will be Ben Jonson, Webster, Bacon, Donne, George Herbert, Vaughan, and Marvell. (3/0/3) HENRY

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

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

307. The Romantic Period

A 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) FISHER

308. The Victorian Period

A study of representative British literature of the Victorian era, with emphasis on the poetry of Tennyson, Browning, and Arnold. (3/0/3) FISHER

309. The Irish Revival

A study of the major writers of the period, with emphasis on the particular cultural and historical context in which the Irish Renaissance occurred. The chief figures to be studied include Synge, Yeats, Joyce, O'Casey, and Behan. (3/0/3) DOOLEY

311. Chaucer

A study of Chaucer's major poetry, with some attention to the medieval background and to Chaucerian criticism. (3/0/3) HENRY

313. Shakespeare (Early Plays)

A study of the principal plays of the first half of Shakespeare's career, including representative romantic comedies and histories. (3/0/3) MARTIN

314. Shakespeare (Later Plays)

A study of the principal plays of the latter half of Shakespeare's career, including the major tragedies and romances. (3/0/3) MARTIN

- 317. Milton**
A study of most of Milton's poetry and selections from his prose.
(3/0/3) MARTIN
- 321. American Romanticism**
A survey of American literature, from its beginning to the Civil War.
(3/0/3) DOOLEY, PLOWDEN
- 322. American Realism and Modernism**
A survey of American literature since the Civil War.
(3/0/3) DOOLEY, PLOWDEN, TRAKAS
- 324. Southern Literature**
A study of major Southern authors of this century, with emphasis on the literature as an expression of Southern culture. Authors include the Vanderbilt Agrarians, Faulkner, Warren, O'Connor, Welty, and Dickey.
(3/0/3) DOOLEY
- 327. Adolescent Literature**
Principles for selection of works of literature appropriate for study at various levels in secondary schools; methods of teaching such works, including use of various media; analytical discussion of specific works from major genres. Does not count toward the major in English.
(3/0/3) TRAKAS
- 330. Contemporary Fiction**
A study of major writers of contemporary (post-World War II) fiction.
(3/0/3) TRAKAS, PLOWDEN, WILSON
- 331. Contemporary Poetry**
A study of major contemporary (post-World War II) poetry.
(3/0/3) TRAKAS, PLOWDEN, WILSON
- 332. Contemporary Drama**
A reading and analysis of modern dramas from Ibsen to the present.
(3/0/3) GROSS
- 333. Modern Poetry**
A study of representative poetry from the first half of the twentieth century, focusing on such modernists as Yeats, Eliot, Pound, Frost, and Stevens.
(3/0/3) RICHARDS
- 337. The Early English Novel**
A study of representative British novels of the eighteenth century and Romantic period.
(3/0/3) FISHER
- 338. The Later English Novel**
A study of major novels of the Victorian and modern periods.
(3/0/3) FISHER
- 339. 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) RICHARDS
- 343. Comparative Literature: From Homer to T. S. Eliot**
Comparative studies of selected works from the great literatures of the world. The courses are intended to allow the student to gain some sense of the breadth, nature, and importance of cultural heritage, so far as this can be done through a study of a few literary works in translation.
(3/0/3) MARTIN, RICHARDS
- 344. Comparative Literature: Literature of the Emerging World**
A study of the literature of emerging peoples, to include Asian, African, Central and South American, African-American, and Native American literatures, designed to enhance our understanding and appreciation of the diversity of cultures that make up our world and our heritage.
(3/0/3) MARTIN, RICHARDS
- 345. 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 drawn from a variety of cultures.
(3/0/3) MARTIN
- 347. Grammar and History of English**
A study of traditional and modern transformational grammars and of the history and development of the English language, including the study of orality and literacy as aspects of language development. Required for certification as a teacher of English.
(3/0/3) PLOWDEN
- 349. Short Story Workshop**
A creative writing course focusing on the writing of short stories. Students will read manuscripts in class and meet with instructor for individual conferences. Either English 349 or English 350, but not both, may be counted toward a major in English.
(3/0/3) TRAKAS, LANE
- 350. Poetry Workshop**
A creative writing course focusing on the writing of poetry. Students will read manuscripts in class and meet with instructor for individual conferences. Either English 350 or English 349, but not both, may be counted toward a major in English.
(3/0/3) TRAKAS, LANE
- 351. Introduction to Journalism**
A study of newspaper reporting skills, with emphasis on the writing of straight news stories. Does not count toward a major in English.
(3/0/3) POWERS
- 352. Reasoning and Writing**
An advanced composition course in which students will study a wide variety of essays from different disciplines and write for a variety of purposes.
(3/0/3) TRAKAS
- 353. 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) POWERS

354. Business and Professional Writing

A practical course in writing and analyzing reports, instructions, letters, memoranda, and other material typical of business, industry, and the professions. Does not count toward a major in English.

(3/0/3) FISHER

480+. Special Topics in Literature

A seminar intended mainly for advanced English majors. Topics may vary from year to year.

(3/0/3) STAFF

Finance

JAMES E. PROCTOR, *Coordinator*

The major in Finance provides a background for graduate study or for a wide range of careers. It integrates a thorough knowledge of the finance function with an emphasis on quantitative analyses, many of which are performed on the computer.

Students majoring in Finance have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college's natural science requirements). Finance majors may not major also in Economics, Business Economics, or Accounting.

Any student who has twice failed a course listed as a Finance major prerequisite may request an exemption from that prerequisite. The request must be made to the Coordinator of the Finance major before the end of the add period of the subsequent semester. The faculty of the Department of Economics and Accounting will rule on the request. Its decision will be final.

Major Prerequisites:

Accounting 211, 212; Computer Science 101; Economics 201, 202; Mathematics 130, 140, 181.

Major Requirements:

Economics 322; Finance 321-322, 411, 430, 440; and one course from Accounting 421, Economics 372, Finance 331, or a course which is approved by the Finance coordinator and taken as part of Wofford's foreign study program. When offered, Finance 480+ may be substituted for Finance 430 or Finance 440.

321-322. Business Finance I and II

A study of the fundamental concepts in financial management, including present value, stock and bond valuation, financial analysis and forecasting, capital budgeting, and long-term financing alternatives. Prerequisite: Accounting 211 or permission of instructor.

(3/0/3) each semester PROCTOR

331. Management

A study of management, including such major topics as performance, worker productivity, social responsibilities, managerial skills, organizational theory, and strategy. Both historical and contemporary examples are used to illustrate important concepts. The course contains a significant writing component that is used to analyze current issues in management.

(3/0/3) PROCTOR

411. Investments

A study of investment alternatives such as stocks, bonds, options, and futures, and of the markets which provide for trading in these instruments. Modern portfolio theory will be studied and applied using groups of investment possibilities. Using a computer software package, students will construct several portfolios and track their performance throughout the semester. Prerequisite: Finance 321.

(3/0/3) PROCTOR

430. Capital Budgeting

A study of methods used to discriminate among investments in long-term assets, assuming that limited resources are available. Applications relying on present value, statistics, and probability theory will be used for long-lived assets, leases, and securities portfolios. Analyses will be augmented by using an electronic spreadsheet. Prerequisite: Finance 321.

(3/0/3) PROCTOR

440. International Finance

A course covering the essentials of international finance, including international portfolio analysis, capital markets, investment instruments, and contemporary geopolitical events affecting foreign investments. Prerequisite: Finance 321.

(3/0/3) PROCTOR

480+. Special Topics in Finance

These vary from offering to offering and may be used as partial fulfillment of the requirements of the Finance major. Prerequisite: Finance 321 or permission of instructor.

(3/0/3) PROCTOR

Fine Arts

JAMES R. GROSS, *Department Chairman*

CONSTANCE D. ANTONSEN, VICTOR BILANCHONE,

MIRANDA DiMARCO, BENJAMIN B. DUNLAP, W. GARY McCRAW,

LINDA POWERS, PETER L. SCHMUNK, ELAINE WAGNER

Art and Art History

PETER L. SCHMUNK, *Coordinator*

A major in Art History is offered in conjunction with Converse College. Students from either college may take the major. Some courses are offered only at Wofford and some courses only at Converse, while others are available at both schools. In addition to the major requirements listed below, a semester or Interim spent in study abroad is strongly recommended.

Students pursuing the major in Art History must take and pass an appropriate course in music or theatre to fulfill the General Education requirement in fine arts. Philosophy 310, a requirement for the major in Art History, may not also be applied toward the General Education requirement in philosophy.

Major Requirements:

Art 201, 202 (or 101-102 at Converse), Philosophy 310, Art 245, and five other Art History courses.

201, 202. Survey of the History of Western Art

An introductory survey of Western art and its major monuments, artists, techniques, styles, and themes. Art 201 encompasses the art of prehistory, the ancient world, and the Middle Ages; 202 surveys the art from the Renaissance to the present.

(3/0/3) each course SCHMUNK

210. Principles and Styles of Architecture

An introduction to the study of architecture through an examination of the principles that underlie architectural design and experience and a survey of the major styles that comprise the history of architecture.

(3/0/3) SCHMUNK

240. Oriental Art

A survey of the art of the Orient with particular emphasis on that of China. The course opens with an examination of ancient Chinese bronzes and concludes with contemporary Chinese painting. Indian sculpture and Japanese painting and architecture will be scanned for their contributions to or derivation from the art of China.

(3/0/3) ANTONSEN

245. Studio Art

For both beginning and more experienced students, this course provides instruction in a variety of techniques basic to drawing and painting with oil and watercolor.

(3/0/3) WAGNER

301. Ancient and Classical Art

A study of the greatest of the ancient art traditions, that of Greece, against a background of its Egyptian and Near Eastern origins. The course concludes with a brief treatment of the art of the Etruscans and a more extensive examination of Roman painting, sculpture, and architecture.

(3/0/3) ANTONSEN

302. Medieval Art

A study of the major developments in the visual arts during the Middle Ages, including the art of Constantinian Rome and Byzantium, the pre-Christian art of the North and its assimilation into the Christian tradition, the artistic expression of monasticism and pilgrimage, and the Gothic flowering of art in cathedral construction, sculpture, and manuscript illumination.

(3/0/3) SCHMUNK

303. Italian Renaissance Art

A study of the development of art in the first period of modern realism. The status of the three major arts in 1300 will be touched upon to establish the ground upon which the Renaissance grew to its climax with Michelangelo. The great sculptors, painters, and architects of Italy will be examined, for it is here that the Renaissance produced its most beautiful and significant works.

(3/0/3) ANTONSEN

304. Baroque and Rococo Art

A study of the various individual, national, and period styles practiced during the seventeenth and eighteenth centuries, a period encompassing the artistic expression of absolute monarchy, Catholic encouragement vs. Protestant rejection of liturgical art, the foundation of academies of art, and the revelatory works of Bernini, Rubens, Velazquez, and Rembrandt.

(3/0/3) SCHMUNK

305. Nineteenth-Century Art

A study of the principal styles and artists that distinguish the art produced just prior to and throughout the nineteenth century, seen against the background of significant cultural developments: political and industrial revolutions, nationalism, secularism, and the waning influence of the academics vs. the emergent concept of the avant-garde.

(3/0/3) SCHMUNK

310. History of American Architecture

A study of the art which most closely surrounds us, from Spanish and New England colonial architecture to the most current manifestations of contemporary architecture.

(3/0/3) ANTONSEN

480+. Selected topics in Art History

Offered periodically as announced. Normally for advanced students. Prerequisite: Permission of instructor.

(3/0/3) STAFF

The following courses in art history are offered at Converse College.

101-102. Introduction to the History of Western Art

285. History of Architecture and Interior Design

305. Nineteenth-Century Art

306. Twentieth-Century Art Before 1945

309. Twentieth-Century Art Since 1945

400. Special Topics

401. American Art

Music

A student may earn a maximum combined total of eight semester hours in the applied music courses (100, 101, 102, 200, 280+).

100. Men's Glee Club

The study and performance of selected choral literature for men's voices from the Renaissance to the contemporary period. Additional requirements may include local concerts, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Director.

(0/3/1) BILANCHONE

101. Concert Choir

The study and performance of selected choral literature for mixed voices from the Renaissance to the contemporary period. Additional requirements may include local concerts, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Director after audition.

(0/3/1) BILANCHONE

102. Women's Ensemble

The study and performance of selected choral literature for women's voices from the Renaissance to the contemporary period. Additional requirements may include local concerts, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Director.
(0/3/1) DiMARCO

200. Band

The study and performance of selected band literature with emphasis on stage and band training. Additional requirements may include several concerts and performance in pep band for sports events. Prerequisite: Permission of Director.
(0/3/1) McCRAW

201. The Understanding of Music

An introduction to the art of perceptive listening through a general survey of music from the Renaissance to the present time.
(3/0/3) BILANCHONE

202. 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) BILANCHONE

280+. Music Laboratory

Applied music in the form of vocal/instrumental instruction for students enrolled in the music ensembles. Prerequisite: Permission of instructor.
(0/1/1) STAFF

Theatre**201. Introduction to the Theatre**

Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production—lighting, set design and construction, costuming, make-up, theatre management. Participation in some phase of major play production (onstage or offstage) required.
(3/1/3) GROSS

301. Acting

An advanced course with emphasis on acting technique (vocal, body movement, improvisation). All students enrolled will participate actively in laboratory productions. Prerequisite: Theatre Workshop experience or Theatre 201 or, preferably, both.
(2/4/3) GROSS

350. History of the Theatre

A study of major periods of theatrical history, from the classical period through the neo-classical, emphasizing the drama and the various forms of its production as mirrors of the societies out of which they grew.
(3/0/3) GROSS

351. History of the Theatre

A continuation of Theatre 350, covering the theatre from the romantic period to the present, with close reading and analysis of modern dramas from Ibsen to the present. Also listed as English 332.
(3/0/3) GROSS

400+. Theatre Practicum

A special course of individual study and instruction wherein an advanced student of theatre may pursue a special interest such as set design, lighting, theatrical management, acting, or playwriting, under the direction of the instructor. Active participation in laboratory and major productions required. A maximum of 6 semester hours may be earned in Theatre 400+.
(0/3/1) GROSS

440. Media Production Techniques

A practical course in producing videotape to be used as a communication and/or educational tool. Students will define objectives, write scripts, make storyboards, plan shooting, and shoot, edit, and assemble finished productions.
(2/3/3) POWERS

480+. Special Topics in Theatre and Related Areas

A seminar for advanced students. Subject matter will vary from year to year. Prerequisite: Permission of instructor.
(2/3/3) STAFF

Foreign Languages

DENNISM. WISEMAN, *Department Chairman*

JOHN C. AKERS, CAROLINE A. CUNNINGHAM, SUSAN C. GRISWOLD,
WILLIAM W. MOUNT, JR., ERIKA SCAVILLO, ANNEMARIE J. WISEMAN

Major Prerequisites:

Completion of course 102 (or the equivalent) of the language selected for the major. (Courses taken at the 100 level may not be counted toward a foreign language major.)

French Major Requirements:

Twenty-four semester hours of course work in French, including eighteen semester hours of advanced language study (courses numbered 300 or higher). The advanced study will include 303, 304 or 306, 308, and two 400-level courses (including at least one in literature). A senior reading program is required. A semester of foreign study is very strongly recommended.

German Major Requirements:

Twenty-four semester hours of course work in German, including eighteen semester hours of advanced language study (courses numbered 300 or higher). The advanced study will include 301, 302, 307, and two 400-level courses (including at least one in literature). Courses numbered above 304 are not regularly offered. It is not possible for a student to complete a major in German without at least one semester of foreign study in Germany or Austria. A senior reading program is required.

Spanish Major Requirements:

Twenty-four semester hours of course work in Spanish, including eighteen semester hours of advanced language study (courses numbered 300 or higher). The advanced study will include 303, 305 or 307, 308, and two 400-level courses (including at least one in literature). A senior reading program is required. A semester of foreign study is very strongly recommended.

Restrictions:

Students may not repeat for credit or grade points a 100- or 200-level language course once they have received credit for another course at a higher level in the same language.

Departmental Courses

241, 242, 243. Language and Culture via Satellite

Students may use the Earth Station as a language and culture classroom, electing the amount of viewing time they wish to undertake in a given semester: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours), 9 viewing hours per week (243 = 3 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: Spanish, French, or German 201 or permission of instructor.

(1/3-9/1-3) STAFF

280+. Special Topics in a Foreign Language

The study of special topics, at the introductory and intermediate levels, in French, German, Greek, Spanish, or other foreign languages as available.

(1-3/0-3/1-4) STAFF

380+. Foreign Language Drama Workshop

Participation in foreign language drama productions. Prerequisite: Permission of instructor.

(3/0/3) STAFF

480+. Special Topics in a Foreign Language

The study of special topics, at the advanced level, in French, German, Greek, Spanish, or other foreign languages as available.

(1-3/0-3/1-4) STAFF

French

101, 102. Beginning Active French

A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of French in the classroom.

(3/1/3) each course STAFF

103. Beginning Active French

Same as 101, 102 above, but conducted in one semester, normally in the Fall.

(3/1/3) STAFF

201, 202. Intermediate Active French

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building,

and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: French 102 or the equivalent.

(3/1/3) each course STAFF

303. Advanced French

To refine reading, writing, and speaking skills in the French language. Attention will be paid to levels of discourse and written expression of French as it is currently used. Improvement in the ease and richness of expression by each student is a major goal of the course. Conducted in French.

Prerequisite: French 202 or the equivalent.

(3/1/3) STAFF

304. The French World: France

A discovery of France and its social and cultural institutions through a study of contemporary issues and of differences and similarities between American and French attitudes, policies, and tastes. Conducted in French.

Prerequisite: French 202 or permission of instructor.

(3/3/4) CUNNINGHAM, D. WISEMAN

306. The French World: Africa, Europe, the Americas

An exploration of the French-speaking countries of the world beyond the metropole, in Europe (Belgium, Switzerland), Africa (Morocco, Algeria, Chad, Senegal, and the Ivory Coast), and the Americas (Haiti, Quebec). Focus will be on the social and cultural institutions of non-French francophones and their concerns as expressed in a foreign idiom. Conducted in French.

Prerequisite: French 303 or equivalent.

(3/3/4) CUNNINGHAM, D. WISEMAN

308. Introduction to French Literature

An introduction to French literature. The student will learn reading techniques which illuminate the content of a text through an appreciation of style, syntax, and rhetorical device. Diverse literary genres will be studied, including works of prose (fiction and non-fiction), poetry, and theater. At the same time, emphasis will be placed on the historical, social, and cultural contexts of the chosen works. Conducted in French. Prerequisite: French 303 or permission of instructor.

(3/0/3) CUNNINGHAM, D. WISEMAN

412. The French Novel

Readings from selected texts that represent the evolution of the French novel. Attention will be paid to technique and style, with emphasis also on the historical and social importance of each novel. The student will also become familiar with a substantial corpus of critical literature. Conducted in French.

Prerequisite: French 308 or permission of instructor.

(3/0/3) CUNNINGHAM, D. WISEMAN

413. French Poetry

Study of a variety of texts from representative poetic movements from the seventeenth century through the twentieth century. Emphasis will be placed on poetry as a social and historical document and close attention will also be paid to the evolution of poetic structure and technique. Conducted in French.

Prerequisite: French 308 or permission of instructor.

(3/0/3) CUNNINGHAM, D. WISEMAN

414. French Non-Fiction

A careful reading of selected major essays, journalistic articles and reviews, biographies and autobiographies, and other non-fictional texts by writers in

French. The course will focus on important themes and perspectives of influential French authors—contemporary and historical—as well as on the basic elements and strategies of their prose styles. Conducted in French. Prerequisite: French 308 or the equivalent.
(3/0/3) CUNNINGHAM, D. WISEMAN

415. The French Theater

A careful reading of representative texts of the French theater designed to acquaint the student with the different genres of theater and to teach the student to read critically. Conducted in French. Prerequisite: French 308 or permission of instructor.
(3/0/3) CUNNINGHAM, D. WISEMAN

421. French Film Seminar

A study of French film as an art form. Using a representative sample of films as "texts," the course will consider narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the contrastive analysis of literary and cinematic fictions; the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as *auteur*. Conducted in French. Prerequisite: French 308 or permission of instructor.
(3/3/4) D. WISEMAN

440. The Art and Craft of Translation

To enrich and deepen the student's understanding of different methods of written expression in French, the course will focus on expansion of the student's active and passive vocabulary and on the student's appreciation of the linguistic nuances that distinguish French language from English language. Conducted in French and English. Prerequisite: French 303 or the equivalent.
(3/0/3) CUNNINGHAM, D. WISEMAN

442. Oral Proficiency: Conversing and Interpreting in French

A practical approach to speaking French. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course will examine the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course will also consider techniques of oral assessment and the nature of professional interpreting as a career. Conducted in French. Prerequisite: French 303 or equivalent.
(3/1/3) A. WISEMAN

443. French Phonetics

An introduction to the International Phonetic Alphabet and its application to problems of correct phonetic utterance. Phonetic accuracy will improve oral expression by the student and aural comprehension by the listener. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3/1/3) CUNNINGHAM, D. WISEMAN

German

101, 102. Beginning Active German

A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of German in the classroom.
(3/1/3) each course STAFF

201, 202. Intermediate Active German

An intensive review of the language, with emphasis on development of

fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: German 102 or the equivalent.
(3/1/3) each course STAFF

301, 302. Conversation and Composition

Intended to drill the student in the application of grammar and the idiomatic usage of German. Conducted in German. Prerequisite: German 202 or the equivalent.
(3/1/3) each course STAFF

303, 304. A Survey of German Literature

A study of German literature from the Middle Ages to the present. The first course treats German literature from the Middle Ages to Romanticism. The second course is devoted to the nineteenth century and the contemporary period. Prerequisite: German 202 or the equivalent.
(3/0/3) each course SCAVILLO

305, 306. German Literature of the Nineteenth Century

The first course is devoted principally to the study of the works of Goethe, and the second to those of Lessing and Schiller. Conducted in German. Prerequisite: German 302 or 304 or the equivalent.
(3/0/3) each course SCAVILLO

307. German Civilization

A study of significant aspects of the culture of the German-speaking peoples from their origins to the present. Conducted in German. Prerequisite: German 202 or permission of instructor.
(3/0/3) SCAVILLO

Greek

105. Intensive Elementary Greek

An introduction to classical Greek grammar with exercises and selected readings.
(3/0/3) MOUNT

201-202. Intermediate Greek

Review of grammar and extensive reading from classical and Hellenistic writings, including the New Testament, for the purpose of developing reading facility.
(3/0/3) each semester MOUNT

353, 354. Readings in Greek Literature

Reading and detailed study of selected works in Greek. Readings to be determined by consultation.
(3/0/3) each course MOUNT

Spanish

101, 102. Beginning Active Spanish

A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of Spanish in the classroom.
(3/1/3) each course STAFF

103. Beginning Active Spanish

Same as 101, 102 above, but conducted in one semester, normally in the Fall.
(3/1/3) STAFF

201, 202. Intermediate Active Spanish

An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: Spanish 102 or the equivalent.
(3/1/3) each course STAFF

303. Advanced Spanish

Intensive practice in the passive skills (reading, listening) and in the active skills (writing, speaking) to reach an advanced level of proficiency in Spanish. Practice with an extensive range of authentic listening and reading materials will allow students to work toward a superior level of recognition control. In the active skills, manipulative and creative practice in real communication will help students to develop an advanced level of productive control. The course will also stress vocabulary acquisition and accuracy in the application of grammatical principles. Conducted in Spanish. Prerequisite: Spanish 202 or the equivalent.
(3/1/3) STAFF

305. The Hispanic World: Spanish America

An introduction to the culture of Spanish America. A study of Spanish-American historical development and major aspects and issues of its social, artistic, intellectual, and political life today. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3/3/4) GRISWOLD

307. The Hispanic World: Spain

An introduction to the culture of Spain, with emphasis on physical and human geography, historical development, and contemporary Spanish society. Conducted in Spanish. Prerequisite: Spanish 202 or permission of instructor.
(3/3/4) AKERS, GRISWOLD

308. Modern Writers of the Hispanic World

An advanced language and introductory literature course emphasizing basic techniques of discerning reading and articulate writing. Readings will include poetry, novellas, and short stories by major Spanish and Spanish-American authors; short critical essays will provide practice in clear expository writing. Conducted in Spanish. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) AKERS, GRISWOLD, A. WISEMAN

411. Cervantes' *Don Quixote de la Mancha*

A careful reading of *Don Quixote* to enjoy and appreciate this major work of art and to gain insight into the novel's central influence on the development of modern narrative forms. Readings in English (for elective credit) or in Spanish (for Spanish major credit). Class discussion in English or Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) AKERS, GRISWOLD

412. Hispanic Narrative Fiction

A careful reading of representative short stories and novels by major authors of the Hispanic world. The course will also focus on the fundamental elements and techniques of narrative fiction and critical reading strategies. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) AKERS, GRISWOLD

413. Hispanic Poetry

A careful study of representative poetry by major authors of the Hispanic world. The course will also focus on the fundamental genres, forms, elements, and techniques of poetry in Spanish and critical reading strategies. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) AKERS, GRISWOLD

414. Hispanic Non-Fiction

A careful reading of major essays, journalistic articles and reviews, biographies, and other non-fictional texts by Spanish and Spanish-American writers. The course will focus on important themes and perspectives of influential Hispanic authors—particularly their commentaries on U.S. attitudes, culture, and foreign policy—as well as on the basic elements and strategies of their prose styles. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/0/3) AKERS, GRISWOLD

421. Spanish and Spanish-American Film Seminar

A study of Hispanic film as an art form. Using a representative sample of films as "texts," the course will consider narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as *auteur*. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3/3/4) AKERS, GRISWOLD, A. WISEMAN

440. El arte de la traducción/The Craft of Translation

A practical approach to the problems and techniques of Spanish/English and English/Spanish translation. A variety of texts in both languages will be used as an introduction to the translator's art and craft. These texts will be chosen specifically to emphasize important issues of advanced Spanish grammar and stylistics as well as points of contrast between the two languages which must be mastered by the accomplished translator. Such diverse problems as proverbs, jokes, and the idiosyncratic jargons of business, journalism, law, and politics will be sampled. Conducted in Spanish and English. Prerequisite: Spanish 303 or permission of instructor.
(3/0/3) AKERS, GRISWOLD, A. WISEMAN

441. Practical and Creative Writing in Spanish

A practical approach to writing in Spanish. The course will sample a wide variety of writing projects, such as personal letters and diaries, business letters and memos, newspaper and magazine articles, commercial advertisements, recipes, instructions, letters of recommendation, and the traditional genres of autobiography, short story, essay, and poetry. Course work will concentrate on the development of clarity of expression, lexical precision, structural accuracy, and graceful, persuasive, and appropriate styles. Conducted in Spanish. Prerequisite: Spanish 303 or the equivalent.
(3/0/3) AKERS, GRISWOLD, A. WISEMAN

442. Oral Proficiency: Conversing and Interpreting in Spanish

A practical approach to speaking Spanish. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course will examine the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course will also consider techniques of oral assessment and the nature of professional interpreting as a career. Conducted in Spanish. Prerequisite: Spanish 303 or the equivalent.
(3/1/3) A. WISEMAN

Geology

TERRY A. FERGUSON, *Acting Department Chairman*

A major in Geology is not available at Wofford, but the courses offered in the Department of Geology are designed to help students appreciate the scientific method and understand the Earth by exposing them to the minerals, rocks, structures, landforms, and processes of representative portions of this region and this continent. Much of the laboratory work is conducted in the field. Extended field trips necessitating expenditures by students are required.

111. Introduction to Physical 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) FERGUSON

112. Introduction to Historical Geology

A study of the history of the Earth from its creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.

(3/4/4) FERGUSON

400. Geography—Regional Studies

An interdisciplinary elective in which the advanced student blends the knowledge and interest gained in his or her major field with the methodology of earth science. The course is designed as a bridge between the two cultures of the scientist and the humanist. Prerequisite: Permission of instructor.

(3/4/4) FERGUSON

Government

DAVID H. TYNER, *Department Chairman*

LINTON R. DUNSON, JR., JOHN L. SEITZ

Major Requirements:

Government 201 and 202, in sequence, must be completed before other courses. Eighteen semester hours are required beyond Government 201 and 202. Within the eighteen hours, the following distribution requirement must be met:

At least six semester hours in Division A (American Government) beyond Government 202;

At least six semester hours in Division B (International Relations and Comparative Government); and

At least three semester hours in Division C (Political Theory).

201. Introduction to Political Science

An introduction to the study of politics surveying all the major subdivisions of the discipline.

(3/0/3) SEITZ, TYNER

450. Senior Directed Study

Intensive guided study and research on selected topics in any field of political science. The instructor, in consultation with the student, will establish the subject for study and the requirements. Enrollment normally is limited to senior majors of high academic standing. Prerequisite: Permission of instructor.

(3/0/3) DUNSON

Division A: American Government

202. Introduction to American Government

An introduction to American national government emphasizing constitutional principles and the historical development of institutions and processes.

(3/0/3) DUNSON, TYNER

330. American State and Local Government

A study of the institutions and processes of state and local governments including a survey of intergovernmental relations.

(3/0/3) DUNSON

411. Constitutional Law of the United States

A study of major decisions of the Supreme Court of the United States.

(3/0/3) DUNSON, TYNER

444. The American Constitution

A study of the Constitution of the United States with emphasis on the text of the document and the evolution of some of the major provisions. Prerequisite: Government 202 or permission of instructor.

(3/0/3) DUNSON

480+. Special Topics in American Government

Selected topics in the functions, policies, organization, and theory of American government. Subject matter will vary. Prerequisite: Permission of instructor.

(3/0/3) STAFF

Division B: International Relations and Comparative Government

340. International Relations

A study of the relations among peoples, groups, and states in the world community and the forces, pressures, and conditions which influence foreign policies of states.

(3/0/3) SEITZ

345. International Conflict

A study of war and the use of force in international affairs with emphasis on the causes of international conflict.

(3/0/3) SEITZ

360. Governments of Europe

An examination of the governmental institutions and political processes of selected European states in historical perspective.

(3/0/3) DUNSON

420. American Foreign Policy

A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.

(3/0/3) SEITZ

430. Global Issues and Development

A study of the relationships between development and major global issues, such as Third World poverty, the population explosion, hunger in the poor countries and food consumption in the rich countries, energy use and supplies, environmental deterioration, and the appropriate and inappropriate uses of technology.

(3/0/3) SEITZ

490+. Special Topics in International Relations and Comparative Government

Selected topics in international politics and comparative politics. Subject matter will vary. Prerequisite: Permission of instructor.

(3/0/3) STAFF

Division C: Political Theory**391. Classical Political Thought**

A survey of ancient and medieval political thought. Students will read and discuss important works by the major writers.

(3/0/3) TYNER

392. Modern Political Thought

A survey of political thought from the seventeenth century to the present. Students will read and discuss important works by the major writers.

(3/0/3) TYNER

435. Contemporary Political Ideologies

Students will read material from three schools of thought (liberalism, conservatism, and socialism) that have shaped the modern world.

(3/0/3) TYNER

440. American Political Thought

An examination of the origin and development of major American political ideas as revealed in political essays, letters, and novels.

(3/0/3) TYNER

History

THOMAS V. THOROUGHMAN, *Department Chairman*

ROSS H. BAYARD, JOSEPH H. KILLIAN, JOAB M. LESESNE, JR.,

PHILIP N. RACINE, TRACY J. REVELS

Major Prerequisites:

History 101, 102, 250

Major Requirements:

A major consists of twenty-four semester hours. In addition, all majors must complete a special senior reading program. Within the department, there is a distribution requirement for majors: (a) at least nine semester hours in American history; (b) at least three semester hours in early European history (330, 340, 350); (c) at least three semester hours in modern European history (360, 370, 380, 381, 382); and (d) at least three semester hours in African, Asian, Middle Eastern, or Latin American history (390, 391, 392, 393).

101. History of Modern Western Civilization to 1815

Basic survey of Western Europe, the Renaissance to the Congress of Vienna.

(3/0/3) STAFF

102. History of Modern Western Civilization Since 1815.

A basic survey of Western Europe since 1815.

(3/0/3) STAFF

201. History of the United States, 1607-1865

A basic survey of American history from the settlement at Jamestown to the surrender at Appomattox.

(3/0/3) KILLIAN, REVELS

202. History of the United States Since 1865.

A basic survey of American history from Reconstruction to the present.

(3/0/3) KILLIAN, REVELS

250. 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 spring semester.

(1/0/1) THOROUGHMAN

301. 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) THOROUGHMAN

302. England Since 1688

The history of modern Britain since the Glorious Revolution.

(3/0/3) THOROUGHMAN

305. History of South Carolina

Selected topics in the history of South Carolina from the colonial period to modern times.

(3/0/3) RACINE

307. History of the Old South

A cultural, economic, and social history of the South from 1820 to the Civil War.

(3/0/3) RACINE

308. History of the New South

The South since the Civil War, a continuation of History 307.

(3/0/3) RACINE

309. American Colonial Society to 1763

A study of American colonials as members of the British Empire, as settlers of the new frontier, and as innovators in institutions and ideas.

(3/0/3) RACINE, REVELS

310. American Military History

A study of Americans at war, with emphasis on the twentieth century.

(3/0/3) KILLIAN

311. American Social and Intellectual History, 1763-1865

An exploration of American society, thought, and culture from the Revolution through the Civil War.

(3/0/3) REVELS

- 312. 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) KILLIAN
- 313. 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) KILLIAN
- 314. American Civil War**
A study of the Civil War years, 1861-1865.
(3/0/3) RACINE
- 316. African-American History**
A survey of the African-American experience from 1619 to the present.
(3/0/3) KILLIAN
- 319. History of American Women**
An exploration of the experience of women in their public and private roles throughout American history.
(3/0/3) REVELS
- 320. American Diplomatic History**
A history of American foreign policy from national independence to the status of international superpower.
(3/0/3) REVELS
- 324. Twentieth-Century America**
History of the United States since 1914.
(3/0/3) KILLIAN
- 330. The Ancient World**
A study of the emergence and development of the early river valley civilizations, the Greek city-states, the Hellenistic Age, and the Roman world.
(3/0/3) BAYARD
- 340. History of the Middle Ages**
A survey of medieval civilization, with emphasis on cultural and institutional developments.
(3/0/3) THOROUGHMAN
- 350. Renaissance and Reformation**
A study of Western Europe from about 1300 to about 1600
(3/0/3) THOROUGHMAN
- 360. Europe in the Seventeenth and Eighteenth Centuries**
A consideration of the social, economic, political, and intellectual development of Europe from 1600 to 1789. Special emphasis on the emergence of the nation state, the rise of modern science, and the intellectual milieu of the Enlightenment.
(3/0/3) THOROUGHMAN
- 370. Europe, 1789-1870**
A survey of the growth of nationalism and democracy in modern Europe, with consideration also being given to social conditions and intellectual climate.
(3/0/3) BAYARD

- 380. 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) BAYARD
- 381. Europe and the World, 1918-1935**
A survey of post-World War I Europe and the world, focusing on internal affairs, the rise of totalitarian states, and the approach of World War II.
(3/0/3) BAYARD
- 382. The World Since 1935: New Age of Conflict**
This course is designed to furnish historical background for better understanding of complex contemporary world problems.
(3/0/3) BAYARD
- 390. Tropical Africa Since 1870**
A survey of tropical Africa from the late nineteenth century to the present, including the impact of European imperialism, the growth of nationalism, the establishment of nation states, and the problems faced by those new states in the contemporary era.
(3/0/3) BAYARD
- 391. Modern Middle East**
A survey of the history of the Middle East, with emphasis on Islamic traditions and culture, the emergence of nationalism, and the achievement of independence and statehood.
(3/0/3) THOROUGHMAN
- 392. Modern East Asia**
A survey of the history of East Asia since the beginning of the nineteenth century.
(3/0/3) THOROUGHMAN
- 393. Latin American History**
Selected problems, periods, or issues in Latin American history, including colonialism, nationalism, and modernization.
(3/0/3) REVELS
- 394. Russia Since Peter the Great**
A survey of the growth of modern Russia, both geographically and politically. Beginning with the westernization of Russia under Peter the Great, the survey reviews domestic and foreign policies in the eighteenth and nineteenth centuries. The focus of the twentieth century is upon the Communist Revolution and its impact upon the nation, its policies, and its international relations.
(3/0/3) BAYARD
- 470. Independent Study in United States History**
Opportunity is offered to the student to develop projects of special interest. Such projects are to be approved at least six weeks prior to registration day. After approval of the topic by the instructor, the student is expected to engage in general bibliographical study, to participate in conferences with the instructor, to report on reading, and to produce papers as directed by the instructor. Prerequisites: Junior or senior standing, approval of the department faculty, and permission of instructor.
(1/0/3) STAFF
- 475. Independent Study in European History**
Same as History 470, except in the European field.
(1/0/3) STAFF

480+. Special Topics in United States History

Selected problems, periods, or trends for intensive study and extensive reading. Subject matter will vary and each topic will be assigned a specific number when announced. Prerequisite: Permission of instructor.
(3/0/3) STAFF

490+. Special Topics in European History

Same as History 480+, except in European field.
(3/0/3) STAFF

Humanities

JAMES A. KELLER, *Coordinator*

The Humanities major is intended for students with specific interests which cut across the existing majors offered in humanities disciplines: art history, English, foreign languages, history, philosophy, and religion. It offers students who have this sort of interest the opportunity to design their major, but it also requires of these students extra initiative to do so. Students considering this major should understand that it is not intended for those who simply have a broad interest in the humanities; such students should major in one of the humanities departments and take electives in the others.

Any student interested in this major should see the Coordinator, who will discuss the suitability of the major for the student's interests and will help in selecting faculty members who might appropriately serve as a committee to direct the student's major.

Major Prerequisites:

A 3.0 cumulative GPA for at least three semesters or recommendation for the major by three faculty members from different humanities departments.

Major Requirements:

Eight 300- or 400-level courses from at least three different humanities departments and one three-hour independent study. The independent study should be taken during the senior year (normally in the spring semester) and should integrate work from the various departments; the study would be supervised and evaluated by one faculty member from each of the departments, with one serving as chair and primary supervisor. (A six-hour senior honors project with the same interdepartmental structure may be substituted for the three-hour course.)

101. Freshman Seminar in Humanities and Composition

A course designed to engage students, during their first semester, in small-group seminars in humanistic inquiry, with special attention given to value questions and issues. The course includes substantial reading and group discussion, considerable work on English composition skills, and the writing of numerous short essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, foreign languages, history, philosophy, and religion. Normally required of all freshmen. Students may not repeat Humanities 101.
(3/0/3) STAFF

470. Independent Study

A study of some specific topic which integrates and focuses course work a student has done in the humanities major. Normally it is directed by the committee which guided the student's major. Open only to senior humanities majors. Offered every year.
(3/0/3) STAFF

Intercultural Studies

THOMAS V. THOROUGHMAN, *Coordinator*

The Intercultural Studies major offers students the opportunity to develop interdepartmental majors in the general area of international/intercultural studies. It is intended primarily for students whose interests lie in the study of countries and cultures outside Europe and North America and whose undergraduate academic goals cannot be conveniently achieved through majors in the traditional academic departments. A student desiring to major in intercultural studies must work out a curriculum with the Coordinator before the beginning of the junior year.

The major requires the completion of thirty-three semester hours in advanced courses approved by the Coordinator from the offerings of the departments of Economics, Fine Arts, Foreign Languages, Government, History, Religion, and Sociology.

Mathematics

RICHARD L. ROBINSON, *Department Chairman*
CLARENCE L. ABERCROMBIE, CURTIS P. BELL, LEE O. HAGGLUND,
TED R. MONROE, ANGELA B. SHIFLET

The Department of Mathematics offers a major in mathematics, described below, and contributes to a major in computer science/mathematics. See the computer science section for information.

Major Prerequisites:

Mathematics 181, 182

Major Requirements:

One of Computer Science 210, 220, 240 (CS 240 recommended); Mathematics 210 and 220; one of Mathematics 230, 235, 330; one of Mathematics 240, 421; two of Mathematics 431, 432, 441, 442; and two additional mathematics courses numbered above 200.

Prospective graduate students should take all four semesters of the courses Mathematics 431-432 and 441-442.

Military Science

MAJ RICHARD C. WEBB, *Department Chairman*
CPT STEVENSON L. REED, CPT ROBERT L. SMITH

Military Science offers a basic program and an advanced program. Satisfactory completion of six semester hours in the basic program may qualify the student for selection for the advanced program. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for a portion of the basic program as means of qualifying for the advanced program.) Successful completion of the bachelor's degree and the advanced program, including the advanced camp in the summer between the junior and senior years, a military history course, and computer and mathematics literacy courses, qualifies the graduate for either a reserve or a regular commission as a Second Lieutenant in the United States Army.

Advanced-program students and students on ROTC scholarship are required to participate in a weekly military science laboratory. Students in the basic program are encouraged to participate in the department's adventure training activities, which are held periodically during the year. These activities include rappelling, marksmanship, whitewater rafting, the ranger platoon, and paint-ball wars.

The Military Science Department does not offer a major. There is no military obligation associated with any of the basic program courses.

Basic Program

111. Introduction to ROTC and the U. S. Army

This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U. S. Army. Course topics include the role and structure of the Army, military customs and courtesies, and basic marksmanship. Optional laboratory each week.
(1/0/1) STAFF

112. Introduction to ROTC and the U. S. Army

This course, a continuation of MS 111, further introduces the student to the Army, basic military skills, and mountaineering/rough terrain skills. Topics include recent military operations, introduction to leadership, low intensity conflict, and basic soldiering techniques. Optional laboratory each week.
(1/0/1) STAFF

211. ROTC Basic Military Skills

Designed for sophomores who have previously taken MS 111 and MS 112, this course introduces the student to the basic military skills utilized by all members of the military forces. Topics include first aid, communications, command and staff functions, and leadership techniques and applications. Optional laboratory each week.
(2/0/2) STAFF

212. ROTC Basic Military Skills

Topics in this course include military map reading, army weapons, low intensity conflict, and fundamentals of physical training. Mandatory laboratories during the semester.
(2/1/2) STAFF

Advanced Program

301. Military Science

Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, leadership and management skills, and communications. One weekend field-exercise and a weekly leadership laboratory.
(3/1/3) STAFF

302. Military Science

Development of skills useful for advanced camp, including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and use of various weapons. One weekend field-exercise and a weekly leadership laboratory.
(3/1/3) STAFF

401. Military Science

A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. Students plan and conduct weekly leadership laboratories and a field training exercise for MS 301 students. Mandatory laboratory each week.
(3/1/3) STAFF

402. Military Science

Subjects include military justice, laws of war, military logistics, military courtesies, Army personnel management, the role of the NCO and officer/enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. Students plan and conduct weekly leadership laboratories and two field training exercises for MS 302 students. Mandatory laboratory each week.
(3/1/3) STAFF

Philosophy

JAMES A. KELLER, *Department Chairman*
CHARLES D. KAY, MARK N. PACKER

Major Requirements:

The major requires twenty-six hours in addition to courses taken to satisfy the General Education requirement. At least twenty of these hours must be courses at the 300-level or above. The courses taken to satisfy the major must include the following:

- A. One course in logic and/or reasoning (206, 207, or 321).
- B. The basic history-of-philosophy sequence (351 and 352).
- C. Metaphysics and Epistemology (345).
- D. One course in ethics (210, 213, 311, or 425).
- E. One specialty-area course (301, 310, 323, or 342)
- F. Senior Directed Study (450).

If any of the above is used to meet another requirement (e.g., a General Education requirement or a requirement for another major), the student must take an additional philosophy course at the appropriate level.

Introductory Courses:

Any 200-level course is appropriate as a first course in philosophy; none presupposes any previous departmental courses.

- 201. Introduction to Philosophy**
An introduction to the process and methods of philosophical thinking, with discussion and analysis of selected classical and contemporary issues. Offered every semester
(3/0/3) STAFF
- 206. Reasoning and Critical Thinking**
A course aimed at developing the student's ability to evaluate arguments and other informative prose and to construct arguments with greater cogency and effectiveness. The course does not employ any of the techniques of formal logic. Offered every year.
(3/0/3) STAFF
- 207. Legal and Scientific Reasoning**
An examination of special problems in reasoning that arise in the courtroom and the scientific laboratory, with an emphasis on rules of evidence and burden of proof requirements. Offered every year.
(3/0/3) PACKER
- 210. Bio-Medical Ethics**
An introduction to ethics through a study of its applications in the area of health care. The course will include a survey of the major ethical theories and focuses on a selection of important problem areas such as euthanasia, abortion, human experimentation, and the justice of health care distribution. Offered every year.
(3/0/3) KAY
- 213. Ethics and Business**
An introduction to ethics through a study of its applications in the area of business. Emphasis will be placed on the analysis of selected case studies; the course will include a survey of major ethical systems and theories of social and economic justice. Offered every year.
(3/0/3) KAY
- 215. Ethics in America**
An examination of contemporary ethical conflicts as discussed by contemporary American public figures and founded on Greek, Biblical, moral law, and utilitarian traditions. Normally offered only in summer.
(3/0/3) STAFF
- 280+. Special Topics**
An introduction to philosophy through the philosophical analysis of issues in some area of contemporary concern. Offered intermittently.
(3/0/3) STAFF

Advanced Courses:

The satisfactory completion of an introductory course, or permission of the instructor, is normally prerequisite to enrollment in any advanced course in the department.

- 301. Philosophy of Law**
An introduction to several basic issues in the philosophy of law, such as the relation between legal norms and moral values, methods of legal reasoning, and the scope and foundations of rights. Seminal concepts of concern to law will be analyzed, including "contract," "liberty," and "justice." Readings will include traditional and contemporary essays in jurisprudence and selected Supreme Court decisions. Offered every year, usually in the fall.
(3/0/3) PACKER
- 310. Aesthetics**
An examination of traditional and contemporary issues in the arts, art criticism, and art education, including the possibility of objective standards of aesthetic value, the significance of the emotions for judgments about art, and the relation between aesthetic standards and other normative criteria. Prerequisites: Any two courses in philosophy, or permission of instructor. Offered every year, usually in the spring.
(3/0/3) PACKER
- 311. Principles of Ethics**
A study of the major systems of ethical thought, both ancient and modern, and their development. Emphasis will be on the critical examination and understanding of key texts by such authors as Aristotle, Kant, and Mill. Offered in 1994-95.
(3/0/3) KAY
- 321. Formal Logic**
An introduction to the techniques of modern formal logic, including Venn diagrams, propositional calculus, and first-order polyadic predicate calculus. Offered every semester on an auto-tutorial basis. Interested students should consult with the instructor.
(3/0/3) KELLER
- 323. Philosophy of Science**
An examination of the methods, aims, and limits of scientific inquiry. The course will explore the logic of scientific evidence and the nature of scientific laws, explanations, theories, and scientific change. Offered in 1993-94.
(3/0/3) KAY
- 342. Philosophy of Religion**
An examination of the meaning of religious beliefs and of arguments about their truth or falsity. The course will focus on religious beliefs about God and will include some discussion of different ideas of God within the Western tradition. Offered in 1993-94.
(3/0/3) KELLER
- 345. Metaphysics and Epistemology**
A systematic survey of issues in the two fields and of their inter-relations. The course will consider the fundamental concepts in terms of which we think about the world and the nature of knowledge and of justified belief. Offered in 1994-95.
(3/0/3) KELLER
- 351. Ancient and Medieval Philosophy**
A study of several classical texts from Greek, Roman, and early Medieval sources, with emphasis on their historical continuity. Readings will be drawn from the works of selected pre-Socratics, Plato, and Aristotle, the post-Aristotelian schools of Greece and Rome, and representative thinkers of the Christian, Jewish, and Islamic traditions from the late Roman Empire through the 13th century. Offered in 1994-95.
(3/0/3) PACKER

352. Early Modern Philosophy

A historical survey of the rise of modern philosophy in its cultural setting during the seventeenth and eighteenth centuries. Emphasis will be on the study of selected texts, from Descartes to Hume, in relation to the philosophical, religious, and scientific thought of their day. Prerequisites: Any two courses in philosophy, or permission of instructor. Offered in 1994-95.
(3/0/3) KAY

353. Existentialism and Phenomenology

A historical survey of seminal writings primarily in the French and German traditions of the nineteenth and twentieth centuries. Works by Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty will be read. Topics to be discussed include the relative significance of reason and passion for constituting the world, the ontological priority of the person, and the value of art for philosophical questioning and interpretation. Offered in 1993-94.
(3/0/3) PACKER

420. The Philosophy of Alfred North Whitehead

A consideration of the metaphysics of the late A. N. Whitehead and philosophy within the Whiteheadian tradition. Prerequisite: Any 300-level course, or permission of instructor. Offered in 1993-94.
(3/0/3) KELLER

425. Rationality and Commitment

A critical examination of the question of the extent to which reason can and should guide our moral commitments. Prerequisite: Any 300-level course, or permission of instructor. Offered in 1994-95
(3/0/3) KELLER

450. Senior Directed Study

A course of individualized directed study in which the student will prepare a written paper (normally a revised and expanded version of earlier work), make an oral presentation on the paper topic, and pass an examination on a prescribed list of fundamental philosophical concepts. Required of all philosophy majors. Normally to be completed in the fall of the senior year. Prerequisite: Permission of instructor.
(1/0/2) STAFF

470. Independent Study in Philosophy

A course which allows the student to pursue independently, under the guidance of a member of the department, some topic in philosophy which is of special interest to him or her. Normally open only to seniors, it is intended primarily to allow further study of topics introduced in courses in the regular curriculum and secondarily to allow the study of topics not covered in the regular curriculum. Only one independent study may be counted toward satisfying the major requirements, and it may not be counted toward those requirements if a student does a senior honors project. Prerequisite: Permission of instructor.
(0/0/3) STAFF

480+. Special Topics

A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Any 300-level course, or permission of instructor. Offered intermittently.
(3/0/3) STAFF

Physical Education

MARK D. LINE, *Department Chairman*

MICHAEL W. AYERS, SUNG-DUK CHO, RICHARD A. JOHNSON,
A. WADE LANG, CRYSTAL C. SHARPE, WILLIAM H. TAYLOR,
ELIZABETH D. WALLACE, WILLIAM A. WATSON, NATHAN W. WOODY,
MICHAEL K. YOUNG, GARY B. ZINGLER

The successful completion of courses 101 and 102 is a General Education requirement for graduation. No student will be awarded more credits in physical education than the two semester hours for the general requirement.

The Physical Education Department does not offer a major.

101, 102. Lifetime Sports and Fitness Activities

Participation in lifetime sports and/or fitness activities. The sports and activities offered include basic aerobics, advanced aerobics, beginning weightlifting, advanced weightlifting, swimming, lifesaving, racquetball, karate, and tennis. Some sections include instruction on wellness. Students may not repeat sports or activities at the same level.

(3/0/1) each course STAFF

Physics

DANIEL W. WELCH, *Department Chairman*

J. DANIEL LEJEUNE, C. RANDOLPH MAHAFFEY, JR.

Major Prerequisites:

Physics 141, 142

Major Requirements:

The physics department offers two major tracks to help students prepare for a variety of careers. Both tracks require Physics 141, 142 as prerequisites. Auxiliary requirements for both tracks are Chemistry 123-124; Mathematics 181, 182, 210, 240; and a computer science course (200-level or higher) or Physics 203. Requirements specific for each track are listed below.

Industry/Education Track:

This program is for those who plan to attend graduate school in a field other than physics and those who plan immediate employment in areas such as industry, government, or public schools. (Those who plan certification to teach in secondary schools should also see the Teacher Education Handbook.) The course requirements are Physics 206, 211, 221, 311, 331, two semesters of 370+, plus nine more hours selected from other physics courses at the 200-level or above.

Preprofessional Track:

This program is for those who plan to enter graduate school in physics in preparation for a career in the field. The course requirements are Physics 211, 221, 331, 441, 442, two semesters of 370+, plus 12 more hours selected from other physics courses at the 200-level or above.

108. Astronomy

A survey course in astronomy which includes observational astronomy, the solar system, structure and evolution of stars and galaxies, and cosmology. (3/0/3) STAFF

121,122. General Physics

A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics. Prerequisite: Mathematics 181. (3/3/4) each course STAFF

141,142. Physics for Science and Engineering

A calculus-based study of mechanics, heat, light, sound, electricity, magnetism, and modern physics suitable for those majoring in areas such as physics or chemistry and for those in pre-engineering. Prerequisites: Mathematics 181 during or prior to 141 and Mathematics 182 during or prior to 142. (3/3/4) each course STAFF

203. Computer Organization and Interfacing

This course is situated at the point where software meets hardware. From there it reaches downward to the microcode level and upward to the system level. To meet the needs of scientists and computer scientists, the logical and physical foundations on which computer systems are built are developed with enough rigor that functioning computer systems can be successfully altered for new applications during the laboratory component of the course. The algorithm design and control programming required for this progresses during the course from the microcode and machine language level, through hand assembly, to full assembly methods. The course concludes with an analytical comparison of competing contemporary architectures. (3/3/4) STAFF

206. Electronics

An elementary course in the principles of electronic devices, circuits, and instruments. It is intended for students of science who desire some understanding of the electronic instrumentation they use. Prerequisite: Physics 122 or Physics 142. (3/3/4) STAFF

211. Modern Physics

A study of the major developments in physics since 1895 with emphasis on special relativity, the atom, the nucleus, and "elementary particles." Prerequisites: Physics 122 or Physics 142, and Mathematics 182. (3/0/3) STAFF

221. Mechanics

Classical Newtonian analytical mechanics. Newton's laws are used together with vector analysis to analyze problems in statics and dynamics, with emphasis upon the latter. Problem-solving situations include rectilinear particle dynamics (especially oscillators), general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanics of rigid bodies. Prerequisites: Physics 121, 122 or Physics 141, 142, and Mathematics 182. (3/0/3) STAFF

231. Thermodynamics

Development and application of basic concepts and methods useful in understanding thermal phenomena. The approach is divided into three basic branches: classical thermodynamics, kinetic theory, and statistical mechanics. Prerequisites: Physics 121, 122 or Physics 141, 142, and Mathematics 210. (3/0/3) STAFF

250+. Introduction to Research

An opportunity to learn the elements of research in physics by participating in one of the department's existing research projects. A maximum of four semester hours may be earned in this way. Prerequisites: Physics 371 and permission of the instructor and department chairman. (0/3/1) STAFF

280+. Special Topics

An opportunity to participate in a special intermediate course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisite: Physics 211. (0-3/0-3/1) STAFF

311. Contemporary Physics

This course requires reading on selected topics in current physics publications in the library and presenting findings in written and oral reports using standard technical presentation formats. The structure of the physics literature is introduced together with search methods (including online databases) for accessing that literature. The general physics background of the student is developed as the tool for comprehending readings taken from professional physics publications and topics with significant relationship to life outside the laboratory. Prerequisite: Physics 211. (3/0/3) STAFF

321. Optics

This course presents and demonstrates the proper use of several alternative models of the electromagnetic spectrum including the ray model, the wave model, and the quantum model. Prerequisites: Physics 121, 122 or 141, 142. (3/0/3) STAFF

331. Electricity and Magnetism

The subject of this course is the physics and mathematics of the classical description of the electromagnetic field. This includes the experimental and theoretical background for each of Maxwell's equations, in vacuum and in matter. Prerequisites: Physics 221 and Mathematics 182. (3/0/3) STAFF

341. Quantum Physics

The mathematical structure and physical meaning of quantum mechanics as a fundamental theory of physics are developed at the intermediate level. Problems are drawn from areas such as the structure of nuclei, atoms, molecules, and crystals. Prerequisites: Physics 211 and Mathematics 210. (3/0/3) STAFF

370+. Advanced Laboratory

This is a series of four semesters of experiments and projects that develop the basic experimental skills that a physics major should have. These include use of standard physics instrumentation, some familiarity with shop tools, laboratory record-keeping and report-writing, and knowledge of ways in which basic physical quantities are measured. The basics for all of these are developed in 371, so it must be taken first. The others may then be taken in any order. Prerequisite: Physics 211. (0/3/1) STAFF

441, 442. Theoretical Physics

These courses are designed for students planning to attend graduate school and are to be taken in the senior year at Wofford. The material is taken from the more advanced portions of mechanics, electrodynamics, quantum physics, optics, and introductory statistical mechanics. Special attention is given to the mathematical methods used in each of these areas. Prerequisites: Mathematics 210, 240 and Physics 211, 221, 331, 341.
(3/0/3) each course STAFF #

451, 452. Research

Active participation in a research project selected from one of the department's existing projects or developed earlier in Physics 250+ or in coordination with a faculty member. The student is expected to maintain a regular weekly schedule of lab and library work in connection with this project, keep a notebook in standard format, and write a detailed research report to be retained by the faculty member. Prerequisites: Physics 221, 331, 371, and permission of instructor.
(0/6/2) each course STAFF

480+. Advanced Special Topics

An opportunity to participate in a special advanced course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisites: Physics 221, 331, 341, and 371.
(0-3/0-3/1) STAFF

Political Economy and Philosophy

MARK N. PACKER, DAVID H. TYNER, RICHARD M. WALLACE,
Coordinators

The major in Political Economy and Philosophy offers students the opportunity for interdisciplinary study designed to afford an appreciation of the nature of a free society, of its philosophical foundations, and of its political, economic, and legal institutions.

Major Requirements:

A core of seven courses must be completed for the major: Economics 201, 331; Government 202, 392, 411; Philosophy 301; and Political Economy and Philosophy 440.

An additional four courses must be completed from among Economics 202, 301, 311, 332, 441; Government 391, 440, 444; Philosophy 207, 311, 425. Conditions governing the selection of the four courses are that no course or courses used by a student to satisfy General Education requirements or the requirements of another major can count toward the major in Political Economy and Philosophy for that student, and that no more than two of the four courses may be in the same department.

440. Senior Seminar in Political Economy and Philosophy

A seminar designed to intergrate the core courses in the major and allow the application of the major elective courses with an emphasis on critical reasoning and writing skills. A major research project will be completed during this course as a senior thesis.
(3/0/3) PACKER, TYNER, WALLACE

Psychology

JAMES E. SEEGARS, JR., *Department Chairman*
JOHN W. PILLEY, DONALD M. SCOTT

Major Requirements:

Psychology 321, 322, 331, 332, 341, 342, Mathematics 140 or Psychology 360, and one senior seminar are the course requirements for the major. Courses from the advanced electives series will be included in the calculations for determining the student's grade-point average in the major.

Students who major in psychology must meet requirements for the B.S. degree. Thus they are required to complete eight hours of laboratory science outside the psychology department (the Science 101, 102, 103 courses do not contribute to that requirement).

Introductory and General Elective Courses

110. Introductory Psychology

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

205. Human Learning: Experimental and Applied

A survey of the empirical data of human learning, including methodology, historical review, and contemporary views of learning as developed within the viewpoints of behavioral and cognitive psychology. The course will also explore the application of human learning skills to such areas of concern as academics, emotions, and adjustment.
(3/0/3) PILLEY

231. Biological Basis for Behavior

Review of "internal causes" of behavior and of effects of drugs on behavior. The course explores the function of the nervous system as means for producing behavior and as a mechanism for psychoactive drugs. Of particular interest to persons planning careers in human service fields such as religion, public health, social concerns, and youth activities.
(3/0/3) SCOTT

280+. Current Trends and Perspectives in Psychology

Academic psychology is a relatively young field with growth in many directions. This course provides an opportunity for students to review the current research and theoretical basis for much of the significant on-going research in major universities and medical centers. Current areas of emphasis include moral development, sociobiology, behavioral genetics, male/female differences, public education testing programs, brain lateralization, the changing scope of abnormal psychology, and biofeedback. From time to time, new topic areas may be introduced.
(3/0/3) STAFF

340. Human Sexuality

A careful presentation of data on human development and sexual adjustment which provides a framework for behavior directed toward constructive human relationships. The course provides 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) SEEGARS

Core Program for the Major

- 321. Child Development**
A study of the total development of the human organism from conception.
(3/0/3) SEEGARS
- 322. Behavior Pathology**
The study of the cause of inappropriate behaviors (including mental illness) and techniques for redirecting them.
(3/0/3) SEEGARS
- 331. Sensory Psychophysiology**
A study of the functions of sensory systems as they relate to behavior.
(3/3/4) SCOTT
- 332. Neuropsychology**
An investigation of the central nervous system structures and their behavioral functions.
(3/3/4) SCOTT
- 341. Experimental Methods I**
A survey of the empirical data of experimental psychology including psychophysics, psychophysical methodology, sensory and perceptual processes.
(3/3/4) PILLEY
- 342. Experimental Methods II**
A continuation of Psychology 341. A survey of the empirical data of experimental psychology including learning, memory, and higher cognitive processes.
(3/3/4) PILLEY
- 360. Experimental Design**
The application of statistics to the design of experiments in the behavioral sciences.
(3/0/3) SCOTT
- 441. Human and Animal Learning and Development I**
A research-oriented seminar focusing on human and animal growth and development. The student will conduct a major experiment on learning, motivation, or perception.
(3/0/3) STAFF
- 442. Human and Animal Learning and Development II**
A research-oriented seminar focusing primarily on personality and behavior problems in humans and learning and development in animals.
(3/0/3) STAFF

Advanced Electives Series

- 312. Group Dynamics**
A review in academic and laboratory settings of human interaction in small groups. The course focuses on theoretical explanations for group interaction as well as on current empirical data. Students participate in small group activities designed to enhance the classroom presentations. Topics include leadership, persuasion, group process, and propaganda.
(3/0/3) STAFF
- 320. Personality**
The development and identification of personality from an experimental standpoint.
(3/0/3) PILLEY

- 350. The Exceptional Child**
Primary focus on the mentally and emotionally handicapped child, with some study of the diagnosis and etiology of all aspects of exceptional children.
(3/0/3) SEEGARS
- 404. History of Psychology**
Modern psychology draws its heritage largely from philosophy and the biological and physical sciences. In this course, students review the scientific and philosophical contributions that resulted in contemporary behavioral science. The diverse branches of modern psychology can then be understood as they relate to each other and to the culture of the student.
(3/0/3) STAFF
- 410. Industrial Psychology**
A general course designed to acquaint students with the uses of psychology in industrial applications. Emphasis on interviewing, motivating, selling, brainstorming, and related aspects of social psychological processes in industrial settings. Of special interest to students of business, law, and the ministry.
(3/0/3) SCOTT
- 430. Psychological Assessment**
A study of the function, construction, and application of standardized tests as part of a broader approach to the assessment of the individual. Special emphasis on intelligence testing.
(3/0/3) STAFF
- 448. Psychology in the Community**
A course in which students become involved in the practical application of psychological training. Students work a minimum of ten hours a week in a community program under supervision at such agencies as the Spartanburg Mental Health Center, Broughton State Hospital, Charles Lea Center, or Spartanburg Alcohol and Drug Abuse Commission.
(1/4/3) STAFF
- 460. Senior Research**
This course is designed to permit students to learn independent research techniques through actually planning and conducting an experiment. A final paper meeting APA Journal form requirements completes the experiment.
(3/0/2) STAFF
- 480+. Special Topics Seminar**
An intensive examination of an advanced area of psychology. Specific content is designed to meet the needs and interests of the students in such areas as advanced statistics, animal ecology, comparative animal behavior, advanced physiological psychology, operant design, or introduction to clinical psychology.
(3/0/3) STAFF

Religion

JOHN M. BULLARD, *Department Chairman*
CHARLES D. BARRETT, LARRY T. McGEHEE, WILLIAM W. MOUNT, JR.

Major Requirements:

Twenty-four semester hours in courses selected from groups II-V, including at least one course from each of those four groups. Satisfactory completion of a semester of a 200-level course in Greek may be counted as three hours toward fulfillment of the Religion major.

I. Introductory Courses

- 101. Religions of the World**
A historical introduction to the major living religions found throughout the world, including Hinduism, Judaism, Buddhism, Christianity, and Islam. Offered only in summer session.
(3/0/3) STAFF
- 201. The Old Testament**
The life and thought of ancient Israel as seen in a literary, historical, and theological analysis of the Old Testament and Apocrypha.
(3/0/3) STAFF
- 202. The New Testament**
The emergence of Christianity in the world as seen from an analysis of New Testament writings.
(3/0/3) STAFF
- 203. The Christian Faith**
The major convictions of the Christian faith examined historically and in relation to their relevancy for modern life.
(3/0/3) STAFF

II. The Bible

- 301. Jesus**
An analysis of the Gospels with concern for Jesus' life and teachings and for earliest Christian understandings of him.
(3/0/3) MOUNT
- 302. Paul**
A study of the New Testament evidence in search of an understanding of Paul and his place in Christianity.
(3/0/3) MOUNT
- 303. The Johannine Literature**
A critical study of the Gospel, the Apocalypse, and the Letters traditionally ascribed to "John" in the light of the religious, historical, and literary issues which they raise.
(3/0/3) MOUNT
- 310. The Formation and Authority of Christian Scripture**
A study of the formation of Christian Scripture, especially the New Testament canon, with attention to the development of its authority within the emerging Christian Church of the first three centuries.
(3/0/3) MOUNT

- 311. The Prophets of Israel**
The religion of the Hebrew prophets studied in historical context with concern for its contemporary relevance.
(3/0/3) BULLARD
- 312. Israel's Poetry and Wisdom Literature**
The religious and philosophical thought of Israel's Wisdom Movement as found in the books of Proverbs, Ecclesiastes, Job, and portions of the Apocrypha. Also, a study of the forms of Hebrew poetry analyzed with reference to the Psalter as the vehicle of ancient Israel's devotional life in a community of worship.
(3/0/3) BULLARD
- 315. Biblical Archaeology**
An introduction to the science of archaeology and how it illuminates the religious, cultural, and historical background of the Bible.
(3/0/3) BULLARD
- 320. Biblical Thought**
The major unifying themes of biblical thought such as the concepts of God, mankind, salvation, destiny, Kingdom of God, and Messianism.
(3/0/3) BULLARD

III. Theology and Ethics

- 321. Conceptions of God**
An investigation of major conceptions of God, with particular reference to their religious meaning and function, their historical emergence and development, their service as sources and symbols of social and cultural values, and the question of their inevitability as features of human experience. Though concepts from a variety of traditions will be examined, emphasis will be placed on the distinctive features of the Judaeo-Christian perspective.
(3/0/3) BARRETT
- 322. Conceptions of Christ**
Proceeding from the assumption that Christians see in Christ both a major clue to the meaning of reality as a whole and the normative embodiment of the biblical covenant between God and humankind, this course investigates historic situations in which Christology, or the Christian concept of Christ, underwent reformulation.
(3/0/3) BARRETT
- 323. Twentieth Century Theology**
An examination of the thought of major contributors to theological discussion in the twentieth century, with special attention to the thought of Karl Barth, Rudolf Bultmann, Reinhold and Richard Niebuhr, and Paul Tillich.
(3/0/3) BARRETT
- 324. New Frontiers in Christian Thought**
An analysis of new approaches to persistent religious and theological problems. The course begins with a study of Dietrich Bonhoeffer's idea of "religionless Christianity" and explores such subsequent phenomena as the God-is-dead theology; liberation thought, including feminist and Black theologies; and process theology.
(3/0/3) BARRETT
- 325. Christian Ethics**
A study of Christian ethical perspectives as they have developed through history and as they bear on contemporary issues. Prerequisite: Philosophy 201 or permission of instructor.
(3/0/3) STAFF

330. Religion and Literature

An exploration of religious experience—the dialectic of faith and doubt, the problem of evil, the desire for transcendence, the quest for self-understanding, the awareness of God's presence and absence—as reflected in major works of fiction, poetry, and drama. The reading list will include such writers as Dostoevsky, Tolstoy, Hopkins, Kafka, Beckett, O'Connor, Solzhenitsyn, and Wiesel. Prerequisites: One introductory course in English and one in Religion. (3/0/3) STAFF

IV. Religious Traditions**340. Religion in America**

Studies in the role played by the Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: One course in American history or permission of instructor. (3/0/3) STAFF

355. Religions of the Middle East

An introduction to the history of religions, beginning with philosophical and anthropological considerations and moving to an examination of the four classical monotheistic religions: Judaism, Zoroastrianism, Christianity, and Islam. (3/0/3) BULLARD

356. Religions of Asia

A cultural analysis (continuing Religion 355) of Hinduism and Buddhism, focusing on their origins and development. World religions compared. (3/0/3) BULLARD

V. Advanced Studies**470. Independent Research**

Extensive investigation of an approved topic culminating in a full-length essay. Credit hours to be determined by the instructor. Normally offered for Religion majors. (0/0/1-3) STAFF

480+. Special Topics in Religion

A seminar in which a selected theme or problem is thoroughly studied. Emphasis on bibliography and methodology in research. (3/0/3) STAFF

Science

DAVID M. WHISNANT, *Coordinator*

As the course description below suggests, the Science program and courses are presented primarily for students who are not oriented toward science majors or science-related professions. The successful completion of two of the three courses fulfills the General Education requirement in natural science for the B.A. degree. None of the three counts, however, toward science requirements for the B.S. degree or toward the requirements or related work for any major.

Science 101,102,103. Investigation in Science

Designed to develop in students an appreciation of the procedures of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature, these courses place emphasis on exemplifying science, rather than on acquiring familiarity with a specific body of content. The instructors involve their students in science studies closely related to the instructors' fields of competence and enthusiasm. Sections of the courses are taught by members of the departments of biology, chemistry, geology, physics, and psychology. The topics of Science 101 deal with physical sciences; 102, life sciences; and 103, a combination. (3/3/4) each course STAFF

Sociology

GERALD A. GINOCCHIO, *Department Chairman*

CLARENCE L. ABERCROMBIE, TERRY A. FERGUSON,

CHERYL E. HARLESTON, DAN B. MAULTSBY, GERALD T. THURMOND

Major Requirements:

Sociology 200, 210, 310, 320, 330, plus three electives in the department. (With permission of the Department Chairman, majors may substitute Sociology 205 or Sociology 225 for Sociology 200.) It is strongly recommended that Sociology majors fulfill their mathematics requirement by taking Mathematics 140.

200. Introduction to Anthropology

An introduction to physical and cultural anthropology. (3/0/3) FERGUSON

205. Cultural Anthropology

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

210. Introduction to Sociology

An introduction to the sociological perspective, focusing on the interrelations of individuals, groups, and institutions in modern society. (3/0/3) GINOCCHIO, THURMOND

215. Social Problems

An examination of social problems such as crime, poverty, inequality, and racism, emphasizing the interplay of the various institutions of society. (3/0/3) GINOCCHIO, THURMOND

- 220. Sociology of Criminal and Deviant Behavior**
An application of the sociological perspective to an understanding of criminal and deviant behavior and to attempts to control such behavior.
(3/0/3) GINOCCHIO
- 225. Human Ecology**
An ecological approach to an examination of the relationships between natural resource bases and the human societies they support.
(3/0/3) ABERCROMBIE
- 230. Urban Sociology**
An examination of the nature and development of the city and of types of social behavior characteristic in an urban environment.
(3/0/3) GINOCCHIO
- 240. Race and Ethnic Relations**
An examination of the history, major issues, and sociological dimensions of race and ethnic relations in the United States, with a view to meeting the challenges of our increasingly multicultural society.
(3/0/3) GINOCCHIO/HARLESTON
- 280+. Special Topics**
Introductory-level research or exploration in topics not offered in the regular department courses.
(1-3/0/1-3) STAFF
- 310. The Development of Sociological Theory**
A review and analysis of the history of social thought leading up to and focusing especially on the development of modern sociology in the nineteenth and twentieth centuries.
(3/0/3) GINOCCHIO
- 315. Sociology of the Family**
A study of the family as a social institution.
(3/0/3) THURMOND
- 320. Social Psychology**
A study of the relationship between the individual and society.
(3/0/3) THURMOND
- 330. Social Research**
An introduction to the methods and techniques of collecting and analyzing social data.
(3/0/3) THURMOND
- 480+. Advanced Special Topics**
Advanced-level independent research or exploration in topics not offered in the regular department courses.
(1-3/0/1-3) STAFF

The Register



Sandor Teszler Library, 1969

The Board of Trustees

Wofford College has twenty-seven trustees, who serve as the legal governing body of the college under the conditions of the will of the Reverend Benjamin Wofford and the state charter of 1851. Trustees are elected by the South Carolina Annual Conference of the United Methodist Church.

The following list identifies those persons who served as trustees in the 1992-93 and/or 1993-94 academic years.

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Wofford College National Alumni Association Board of Directors, 1993

The Wofford College National Alumni Association consists of more than 10,000 persons who attended Wofford for one year or more. The association is organized to stimulate a permanent and informed interest of all alumni in the work of the college, encourage financial and moral support of the college, perpetuate the friendships formed in the college years, and promote the cause of Christian higher education.

The governing body of the National Alumni Association a Board of Directors, which consists of approximately forty alumni appointed to serve staggered four-year terms. The officers and members of the Board of Directors for calendar year 1993 are identified below. End-dates for individual terms of service are indicated in parentheses following the directors' names.

In addition to the elected members of the board, there are several ex-officio members. They are the chairman of the Board of Trustees of Wofford College, the president of the college, the officers of the development staff, a representative from the faculty, the president of the Terrier Club (the fundraising organization for athletics), the chairman of the Alumni and Development Committee of the Campus Union, and the director of Career Services and Placement.

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Industrial Security
Alexandria, Virginia
- LaFon C. Dees '59 (1993)
Vice President/Financial Consultant, Robinson Humphrey
American Express
Atlanta, Georgia

- Neal W. Dickert '68 (1995)
Attorney; Hull, Towill, Norman, & Barrett
Augusta, Georgia
- Novella R. Fortner '83 (1994)
Assistant Director of Student Life, University of South Carolina
Columbia, South Carolina
- James R. Fowler, Jr. '82 (1995)
Vice President/City Executive, Wachovia Bank of North Carolina
Albemarle, North Carolina
- Frederick D. Gibbs '87 (1994)
Assistant Vice President, NationsBank
Washington, DC
- Jack D. Griffeth '73 (1995)
Attorney; Love, Thornton, Arnold, & Thomason
Greenville, South Carolina
- Allen S. Guignard '72 (1996)
Vice President/Commercial Mortgage Banker, Fleet Real Estate Funding
Columbia, South Carolina
- Dawn M. Holtzman '87 (1996)
Commercial Loan Officer, National Bank of South Carolina
Columbia, South Carolina
- Margaret K. Hunt '84 (1996)
Special Editions Coordinator, Spartanburg *Herald-Journal*
Spartanburg, South Carolina
- A. Shed Jolly, III '66 (1995)
Attorney, A. Shed Jolly, III
Spartanburg, South Carolina
- Wayne M. King '57 (1995)
Vice President, NationsBank
Charlotte, North Carolina
- Paul D. Kountz, Jr. '80 (1996)
Radiologist, Rome Radiology Group
Rome, Georgia
- Susan M. Lackey '81 (1996)
Retail Buyer, Jack Eckerd Corporation
Clearwater, Florida
- Jack W. Lawrence '65 (1993)
Attorney; Lawrence & Shaw, PA
Spartanburg, South Carolina

- John P. Linton '70 (1993)
Attorney, Sinkler & Boyd, PA
Mount Pleasant, South Carolina
- James C. Meadors '81 (1994)
President, Meadors Construction Corporation
Charleston, South Carolina
- Rebecca A. Meyer '83 (1993)
Public Policy Analyst, The ATA Foundation, Inc.
Atlanta, Georgia
- Marion F. Moore '75 (1996)
President, The Moore Company
Orangeburg, South Carolina
- Milton P. Moore '67 (1994)
Executive Vice President/Accountant, Capital Services Corporation
Columbia, South Carolina
- J. Wayne Pierce '69 (1996)
Attorney, J. Wayne Pierce, PA
Atlanta, Georgia
- L. Wallace Sink '59 (1994)
Attorney; Patten, Vornom, & Watkins
Newport News, Virginia
- Alice Buddin Teague '81 (1995)
Physician, Charlotte OB/GYN Associates
Charlotte, North Carolina
- William S. Tetterton '66 (1996)
Attorney, Tetterton & Partin
Camden, South Carolina
- Joseph B. Traywick, II '67 (1996)
Vice President for Administrative Services, Flagstar Companies, Inc.
Spartanburg, South Carolina
- Alvin F. Wells '83 (1995)
Assistant Professor and Research Biologist, University of South Florida
Tampa, Florida
- Woodrow W. Willard, Jr. '74 (1994)
President, Willard Appraisals, Inc.
Spartanburg, South Carolina
- H. Pat Worrell '64 (1996)
Dentist, Henry P. Worrell, D.D.S.
Marion, South Carolina

Parents Advisory Council

The Parents Advisory Council is composed of parents of current Wofford students. The Council meets twice annually, with a primary goal of strengthening communications between the college and parents.

CHAIRMEN: Mr. and Mrs. T. Eugene Allen, III (1993-94)

- Mr. and Mrs. David R. Albright
Mr. and Mrs. Joe B. Blackmon
Mr. Robert H. Breakfield
Mr. and Mrs. W. Wheeler Bryan
Mr. and Mrs. Hugh B. Campbell, Jr.
Mr. and Mrs. John M. Cantey
Dr. and Mrs. Don C. Dodson
Mr. and Mrs. James F. Edwards, Jr.
Mr. and Mrs. J. E. Eldridge, Jr.
Mr. and Mrs. Jack Green
Mr. and Mrs. Richard Hendricks
Mr. and Mrs. C. E. Hill
Mr. and Mrs. Donald B. Johnson
Mr. and Mrs. Thomas R. Livingston
Mr. and Mrs. Joseph M. Mayhew
Mr. and Mrs. K. Wayne Nix
Mr. and Mrs. James A. Nunamaker
Mr. and Mrs. A. Nicholas Papadea
Mr. and Mrs. John A. Redmond
Mr. and Mrs. F. Raine Remsburg
Mr. and Mrs. William C. Smith
Mr. and Mrs. J. L. Young

The Administration, September 1, 1993

Office of the President DuPre Administration Building

Joab M. Lesesne, Jr., B.A., M.A., Ph.D., *President*
 Roberta H. Bigger, B.A., M.Ed., *Assistant to the President*

Academic Affairs DuPre Administration Building

Dan B. Maultsby, A.B., Ph.D., *Vice President for Academic Affairs and Dean of the College*
 Jerome R. Cogdell, B.S., M.Div., *Assistant Dean of the College and Coordinator of the Interim*

Registration and Records DuPre Administration Building

Lucy B. Quinn, B.A., M.Ed., *Registrar and Director of Summer Session*
 Edward B. Sydnor, B.A., *Registrar, Emeritus*

Library Services Sandor Teszler Library

Oakley H. Coburn, A.B., M.A. in L.S., *Librarian*
 Frank J. Anderson, B.A., M.S. in L.S., *Librarian, Emeritus*
 Ibrahim Hanif, B.S., M.L.N., *Collection Development Librarian*
 Herbert Hucks, Jr., B.A., M.A., B.A. in L.S., *Archivist, Emeritus*
 Roger O. Niles, B.A., M.L.S., *Public Services Librarian for Reference and Circulation*
 Shelley H. Sperka, B.A., M.L.S., *Director of Technical Services*

Student Affairs Campus Life Building

J. Michael Preston, A.B., *Vice President for Student Affairs and Dean of Students*
 S. Frank Logan, A.B., A.M., *Dean of Students, Emeritus*
 Frances Cecille Cubitt, B.A., *Director of Student Activities*
 Lisa C. Deavenport, B.A., *Assistant Dean of Students and Director of Residence Life*
 Kaiser Thomas, Jr., *Assistant Dean of Students and Director of Housing*

Public Safety Andrews Field House

Joe L. Greenlee, Jr., B.A., *Director of Public Safety*

Student Health Services Black Infirmary

Elizabeth D. Wallace, B.S., R.N., *Director of Health Services*
 H. C. Bean, Jr., M.D., *College Physician*
 J. C. Hedden, M.D., *College Physician*
 Melvin D. Medlock, M.D., *College Physician*
 Mack C. Poole, M.D., *College Physician*
 Andy A. Roberts, M.D., *College Physician*
 Ralph A. Tesseneer, M.D., *College Physician*
 Gail C. Holt, R.N., *College Nurse*
 Jacqueline A. McLane, L.P.N., *College Nurse*

Career Services and Placement Burwell Building

Marianna K. Leahy, B.A.Ed., *Director of Career Services and Placement*
 John I. Blair, B.A., M.A.T., *Assistant Director of Career Services and Placement*
 Cathy W. Westbrook, B.S., *Coordinator of Student Employment*

Business Management Snyder House

Edward E. Greene, B.S., C.P.A., *Vice President for Business*

Business Office Snyder House

Charlotte Tinsley, B.A., M.Acc., C.P.A., *Controller*

Physical Plant Curry Building

Thomas L. Rocks, B.S.E.E., *Director of Physical Plant*
 Ed Y. Hall, B.B.A., M.Ed., *Assistant to the Director of Physical Plant*

Food Services Burwell Building

William L. May, *Director of Food Services*
 Franciscus H. Kop, B.A., M.B.A., *Assistant Director of Food Services*
 J. Ricky Bush, B.S., *Assistant Director of Food Services*

College Canteen and Vending Campus Life Building

Edward E. Mills, B.A., *Director*

Development Papadopoulos Building

David M. Beacham, B.A., *Executive Director of Development and Executive Assistant to the President*

Alumni Affairs and Parents Programs Papadopoulos Building

Jeffrey S. Boggan, B.A., *Director of Alumni and Parents Programs*

Annual Giving Papadopoulos Building

Prentice C. B. Phillips, B.A., *Director of Annual Giving*

Prospect Relations and Major Giving Papadopoulos Building

Edwin H. Story, B.A., *Associate Director of Development*
 Margaret B. Morrison, B.S., *Director of Prospect Research*

Planning, Evaluating, and Marketing Hugh S. Black Hall

Larry T. McGehee, B.A., B.D., M.A., Ph.D., *Vice President*

Admissions Hugh S. Black Hall

Charles H. Gray, B.A., M.Ed., *Director of Admissions*
 B. Terrell Ball, B.A., M.Ed., M.Ed., *Assistant Director of Admissions and Director of the Alumni Admissions Program*
 Brand R. Stille, B.A., *Assistant Director of Admissions*
 Julie M. Anderson, B.A., *Admissions Counselor*
 Frank R. Dyer, B.A., *Admissions Counselor*
 Julie E. Savko, B.A., *Admissions Counselor*

Communications Papadopoulos Building

Doyle W. Boggs, B.A., M.A., Ph.D., *Director of Communications*
 JoAnn M. Brasington, B.A., *Assistant Director of Communications*

Financial Aid**Hugh S. Black Hall**Susan S. McCrackin, B.S., *Director of Financial Aid*Sarah R. Cohen, B.A., *Assistant Director of Financial Aid***Institutional Research****Franklin W. Olin Building**W. Eddie Richardson, B.S., M.B.E., Ph.D., *Director of Institutional Research***Planned Giving****Papadopoulos Building**D. Smith Patterson, B.A., M.B.A., *Director of Gift Planning***Technology and Special Programs** **Franklin W. Olin Building**B. G. Stephens, B.S., M.S., Ph.D., *Vice President***Computer Services****Franklin W. Olin Building**Daniel W. Olds, A.B., Ph.D., *Director of the Computer Center and Computer Services*J. Ron Wood, B.A., *Technical Assistant***Instructional Technology Laboratory****Franklin W. Olin Building**Terry Ferguson, B.A., M.A., Ph.D., *Director***Gifted Programs and Summer Projects****Franklin W. Olin Building**Meredith E. Lynch, B.A., *Coordinator***Media Center****Franklin W. Olin Building**Linda Powers, B.A., M.A.T., M.A., *Director***Campus Ministry****Main Building**Talmage B. Skinner, Jr., B.A., M.Div., M.C.E., *Chaplain***Intercollegiate Athletics****Campus Life Building**Daniel B. Morrison, Jr., B.A., M.Ed., *Director of Athletics*Teresa L. Lewitt, B.A., *Assistant Director of Athletics*Michael Ayers, B.A., M.A., *Head Football Coach*John I. Blair, B.A., M.Ed., *Soccer Coach*Joseph K. Cabe, A.B., M.Ed., A.T.C., *Athletic Trainer*Mark Cohen, B.A., *Assistant Director of Athletics**and Sports Information Director*Richard A. Johnson, B.S., M.B.A., *Head Basketball Coach*Wade Lang, B.A., M.Ed., *Assistant Football Coach*Mark D. Line, B.S., M.A., *Baseball Coach and Director of Intramural Sports*Dan R. O'Connell, B.S., *Golf Coach*Prentice C. B. Phillips, B.A., *Cross Country Coach*Crystal C. Sharpe, B.S., M.Ed., *Women's Basketball and Volleyball Coach*James E. Talley, B.S., *Assistant Football Coach*William B. Taylor, B.S., *Assistant Football Coach*Deno Trakas, B.A., M.A., Ph.D., *Women's Tennis Coach*Benjamin F. Varn, Jr., B.S., M.S., Ph.D., *Men's Tennis Coach*Ralph B. Voyles, B.S., *Assistant Football Coach*William A. Watson, B.A., *Assistant Football Coach*Nathan W. Woody, B.A., *Assistant Football Coach*Michael K. Young, B.S., *Assistant Basketball Coach*Gary B. Zingler, B.S., *Assistant Football Coach***The Faculty, 1991-92, 1992-93**

(Academic year of appointment to faculty in parentheses after each name)

Clarence Lewis Abercrombie, III (1973)

Associate Professor of Sociology

B.A., Emory University; M.Phil., Ph.D., Yale University

Constance Dean Antonsen (1962)

Associate Professor of Art History

A.B., University of California; M.A., University of Georgia;

Ph.D., University of South Africa

Michael Wayne Ayers (1988)

Head Football Coach

B.A., M.Ed., Georgetown College

Charles David Barrett (1966)

Peter B. Hendrix Professor of Religion

A.B., Wofford College; B.D., Emory University; Ph.D., Drew University

Charles Gibson Bass (1988)

Assistant Professor of Chemistry

B.S., William Carey College; Ph.D., University of Tennessee

Ross Hawthorne Bayard (1961)

Professor of History

B.A., Washington and Lee University; M.A., Ph.D., University of South Carolina

Curtis Porter Bell (1963)

Professor of Mathematics

B.S., Wofford College; M.A., Ph.D., University of Georgia

Victor Bilanchone, Jr. (1972)

Associate Professor of Music

B.A., M.M., D.M.A., University of Miami

Michael Holmes Bishop (1989)/Retired August 1992

Lieutenant Colonel, United States Army

Professor of Military Science

B.A., Texas A & M University; M.S., Florida Institute of Technology

Barbara J. Borom (February 1993)

Lecturer in Psychology

B.A., University of Northern Colorado; M.Ed., University of South Carolina

John Moore Bullard (1961)

Albert C. Outler Professor of Religion

A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University

Donald Andrew Castillo (1977)

Associate Professor of Chemistry

B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S.,

University of South Carolina; Ph.D., Clemson University

Carmen Lucrecia Chávez (1986)

Instructor in Foreign Languages

B.A., Converse College; M.A., Middlebury College

- Sung-Duk Cho (1989)
Lecturer in Physical Education
B.A., Kwang Oun College
- Oakley Herman Coburn (1984)
Librarian
A.B., Transylvania University; M.A. in L.S., University of Kentucky
- Caroline Allen Cunningham (1984)
Associate Professor of Foreign Languages
B.A., University of Georgia; M.A., Ph.D., University of North Carolina
- Miranda Gail Somers DiMarco (1984)
Lecturer in Music
B.A., College of Charleston; M.M., Converse College
- Harry Donald Dobbs (1955)
Professor of Biology
A.B., M.S., Ph.D., Emory University
- Dennis Michael Dooley (1969)
Professor of English and College Marshal
A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University
- Linton Reese Dunson, Jr. (1966)
Fred A. Gosnell, Sr., Professor of Government
A.B., University of Georgia; Ph.D., University of Virginia
- Terry Andrew Ferguson (1984)
Assistant Professor of Geology
B.A., Wofford College; M.A., Ph.D., University of Tennessee
- Vivian Boyd Fisher (1973)
Associate Professor of English
B.A., Duke University; M.A., Ph.D., Emory University
- John Kirkland Fort (1991)
Lecturer in Economics
B.A., Wofford College; J.D., Samford University
- Gerald Allen Ginocchio (1980)
Associate Professor of Sociology
B.S., University of Wisconsin; M.A., Ph.D., University of New Hampshire
- Ronald Stephen Gowler (1990)
Public Services Librarian and Lecturer in Religion
B.A., Campbellsville College; M.A., Vanderbilt University; M.A., University of Louisville; M.A., Ph.D., University of Iowa
- Susan Cass Griswold (1980)
Professor of Foreign Languages
B.A., University of North Carolina at Greensboro; Ph.D., Vanderbilt University
- James Richard Gross (1966)
Professor of English and Theatre
B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University
- Anita Olson Gustafson (February 1993)
Lecturer in History
B.A., North Park College; M.A., Ph.D., Northwestern University
- Lee Oliver Hagglund (1977)
Associate Professor of Mathematics
B.A., Gustavus Adolphus College; Ph.D., Duke University
- Cheryl Elizabeth Harleston (1990)
Lecturer in Sociology
B.S., Furman University
- Edmund Henry (1970)
Associate Professor of English
A.B., Syracuse University; Ph.D., University of Rochester
- William Brooks Hubbard (1964)/Retired May 1992
Associate Professor of Biology
B.S., Wofford College; M.Ed., University of North Carolina
- Richard Allen Johnson (1985)
Head Basketball Coach
B.S., M.B.A., The Citadel
- Charles Andrew Jones, III (January 1992)
Lecturer in Philosophy
B.A., Bowdoin College; M.Div., Princeton Theological Seminary; M.Th., Union Theological Seminary; M.A., Ph.D., Drew University
- Charles Dwight Kay (1986)
Associate Professor of Philosophy
A.B., Princeton University; M.A., Ph.D., University of Pittsburgh
- Philip Sven Keenan (1981)
Associate Professor of Accounting
B.A., Michigan State University; M.B.A., University of Michigan; C.P.A.
- James Albert Keller (1972)
Professor of Philosophy
S.B., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary; M.Phil., Ph.D., Yale University
- Joseph Howard Killian, Jr. (1967)
Associate Professor of History
B.A., Wake Forest College; Ph.D., University of North Carolina
- John Edward Lane (1988)
Instructor in English
B.A., Wofford College
- Arnold Wade Lang (1988)
Assistant Football Coach
B.A., Wofford College; M.Ed., East Tennessee State University
- Joseph Daniel Lejeune (1986)
Assistant Professor of Physics
B.S., University of Southwestern Louisiana; Ph.D., Texas A & M University

- Walter Raymond Leonard (1949)
 William R. Kenan, Jr., Professor of Biology
 A.B., Tusculum College; A.M., Ph.D., Vanderbilt University
- Joab Mauldin Lesesne, Jr. (1964)
 President of the College and Professor of History
 B.A., Erskine College; M.A., Ph.D., University of South Carolina
- Mark David Line (1985)
 Baseball Coach and Director of Intramural Sports
 B.S., Erskine College; M.S., Western Kentucky University
- Frank Michael Machovec (1988)
 Assistant Professor of Economics
 B.S., Towson State University; M.A., University of Denver; Ph.D., New York University
- Clay Randolph Mahaffey, Jr. (1989)
 Instructor in Physics
 B.A., Wofford College; M.A.T., Converse College
- James Perry Mahaffey (1991)
 Professor of Education
 B.A., Furman University; M.A., George Peabody College for Teachers; Ph.D., University of South Carolina
- George Brantley Martin (1981)
 Professor of English
 A.B., Wofford College; M.A., University of Georgia; Ph.D., University of Manchester
- Dan Baker Maultsby (1969)
 Vice President for Academic Affairs and Dean of the College
 Associate Professor of Sociology
 A.B., Wofford College; Ph.D., University of Tennessee
- John Robert McArthur (1990)
 Assistant Professor of Economics
 B.S., M.S., Montana State University; Ph.D., Claremont Graduate School
- William Gary McCraw (1989)
 Lecturer in Music
 B.S., Wofford College
- Larry Thomas McGehee (1982)
 Vice President and Professor of Religion
 B.A., Transylvania University; B.D., M.A., Ph.D., Yale University
- Kathleen Atkinson Miller (February 1993)
 Lecturer in History
 B.A., Longwood College; M.A., Ph.D., Emory University
- Michael Moss Miller (1990)
 Lecturer in Music
 B.Mus., M.Mus., University of Georgia
- Ted Richard Monroe (1990)
 Associate Professor of Mathematics
 B.S., Gardner-Webb College; M.A., Wake Forest University; Ph.D., University of South Carolina

- William Scot Morrow (1970)
 Associate Professor of Chemistry
 B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph's College; Ph.D., University of North Carolina
- Robert Eric Moss (1992)
 Associate Professor of Biology
 B.A., University of Pennsylvania; Ph.D., Harvard University
- William Wilson Mount, Jr. (1977)
 Associate Professor of Religion
 B.A., Northwestern University; M.A., Middlebury College; M.Div., M.A., Ph.D., Yale University
- Sidi Ahmed Alioune Ndao (February 1993)
 Visiting Professor in Humanities
 B.A., The University of Grenoble, France
- Daniel Wayne Olds (1963)
 Director of Computer Center and Computer Services and Professor of Physics and Computer Science
 A.B., Wabash College; Ph.D., Duke University
- Mark Neil Packer (1986)
 Associate Professor of Philosophy
 B.A., State University of New York; M.A., Ph.D., Northwestern University
- John William Pilley (1969)
 Professor of Psychology
 B.A., Abilene Christian College; B.D., Princeton University; M.A., Stetson University; M.S., Ph.D., Memphis State University
- Sally Harmon Plowden (1990)
 Assistant Professor of English
 B.A., Columbia College; Ph.D., University of South Carolina
- Linda Powers (1978)
 Director of Media Center and Lecturer in English and Foreign Languages
 B.A., University of Miami; M.A.T., Converse College; M.A. in Journalism, University of South Carolina
- David Hyde Prince (1958)/Retired May 1992
 Professor of Education and Psychology
 A.B., M.A., Wofford College; Ph.D., University of North Carolina
- James Edwin Proctor (1981)
 Associate Professor of Finance
 B.A., Wofford College; M.B.A., University of South Carolina; Ph.D., Clemson University
- Philip Noel Racine (1969)
 Professor of History
 A.B., Bowdoin College; M.A., Ph.D., Emory University
- Douglas Alan Rayner (February 1989)
 Assistant Professor of Biology
 B.A., University of New Hampshire; M.A., Ph.D., University of South Carolina

- Stevenson Leonard Reed (1990)
 Captain, United States Army
 Assistant Professor of Military Science
 B.S., Western Kentucky University
- Tracy Jean Revels (1991)
 Assistant Professor of History
 B.A., M.A., Ph.D., Florida State University
- Mary Hope Rhodes (1990)
 Lecturer in Education
 B.A., Converse College; M.Ed., University of South Carolina
- Mary Margaret Richards (1990)
 Assistant Professor of English and Assistant College Marshal
 A.B., University of Georgia; M.A., Ph.D., University of North Carolina
- William Eddie Richardson (1992)
 Director of Institutional Research and Assistant Professor of Education
 B.S., Belmont College; M.B.E., Middle Tennessee State University; Ph.D.,
 University of Tennessee
- Richard Long Robinson (1966)
 Samuel Pate Gardner Professor of Mathematics
 B.S., Wofford College; M.A., Ph.D., University of Tennessee
- Anthony Stephen Scavillo (1990)
 Lecturer in Foreign Languages
 B.A., LaSalle College; M.A., Catholic University of America; *Doctorat de
 3^e Cycle*, University of Strasbourg
- Erika Scavillo (1985)
 Lecturer in Foreign Languages
Staatsexamen, University of Munich
- Peter Louis Schmunk (1987)
 Assistant Professor of Art
 B.Mus., University of Washington; M.Mus., Ph.D., Ohio University
- Donald Marcell Scott (1966)
 Professor of Psychology
 B.A., M.A., Ph.D., Florida State University
- James Edward Seegars, Jr. (1962)
 Professor of Psychology
 A.B., The Citadel; M.S., University of South Carolina; Ph.D., University
 of Kentucky
- John Lewis Seitz (1976)
 Associate Professor of Government
 B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin
- Ousmane Sene (1992)
 Visiting Professor in Humanities
Doctorat de Troisieme Cycle, University of Paris, The Sorbonne
- Crystal Camille Sharpe (1984)
 Women's Basketball and Volleyball Coach
 B.S., M.A., Western Carolina University
- Angela Buzzett Shiflet (1987)
 Professor of Mathematics and Computer Science
 B.S., Furman University; M.S., Clemson University; M.S., University of
 South Carolina; Ph.D., Vanderbilt University
- George Whiteside Shiflet, Jr. (1987)
 Professor of Biology
 B.S., Furman University; M.S., Ph.D., Vanderbilt University
- Robert Lee Smith (1991)
 Captain, United States Army
 Assistant Professor of Military Science
 B.S., Alcorn State University
- Matthew Arnold Stephenson (1970)
 T. B. Stackhouse Professor of Economics
 B.S., University of South Carolina; Ph.D., Tulane University
- William Howard Taylor (1991)
 Assistant Football Coach
 B.S., East Tennessee State University
- Thomas Vernon Thoroughman (1966)
 Professor of History
 B.A., M.A., Emory University; Ph.D., University of North Carolina
- Gerald Thomas Thurmond (1980)
 Associate Professor of Sociology
 B.A., Baylor University; M.A., Ph.D., University of Georgia
- Deno Pedro Trakas (1980)
 Associate Professor of English and Director of the Writing Laboratory
 B.A., Eckerd College; M.A., University of Tulsa; Ph.D., University of
 South Carolina
- David Hampton Tyner (1986)
 Assistant Professor of Government
 B.A., Wofford College; M.A., Ph.D., University of North Carolina
- Benjamin Franklin Varn, Jr. (1985)
 Associate Professor of Computer Science
 B.A., The Citadel; M.S., Texas A & M University; Ph.D., University of
 Florida
- Elaine Stone Wagner (1977)
 Lecturer in Art
 B.F.A., Moore College of Art
- Richard Mathias Wallace (1982)
 Associate Professor of Economics
 A.B., Ph.D., University of South Carolina
- William Andrew Watson (1990)
 Assistant Football Coach
 B.S., Newberry College
- Richard Craven Webb (1990)
 Major, United States Army
 Professor of Military Science
 B.A., Wofford College; M.Ed., Ed.S., University of South Carolina

- Daniel Wayne Welch (1978)
Associate Professor of Physics
B.S., University of Southwestern Louisiana; M.S., Ph.D., Clemson University
- David Melvin Whisnant (1983)
Associate Professor of Chemistry and Assistant College Marshal
B.S., University of Illinois; Ph.D., University of Wisconsin
- Susan May Wiley (1986)
Associate Professor of Accounting
B.A., M.B.A., University of Michigan; C.P.A.
- Carol Brasington Wilson (1984)
Instructor in English
B.A., Wofford College; M.A., University of South Carolina
- Annemarie Jansen Wiseman (1984)
Assistant Professor of Foreign Languages
Licentiaat, Hoger Instituut voor Vertalers en Tolken, Antwerp State University
- Dennis Michael Wiseman (1979)
Associate Professor of Foreign Languages and Assistant College Marshal
B.A., M.A., University of Arizona; Ph.D., University of North Carolina
- Nathan Warren Woody (1989)
Assistant Football Coach
B.A., Wofford College
- Michael Kent Young (1989)
Assistant Basketball Coach
B.S., Emory and Henry College
- Gary Brian Zingler (1991)
Assistant Football Coach
B.S., East Tennessee State University

Retired Faculty, 1991-92, 1992-93

- Fred Thomas Adams
Professor of Sociology, Emeritus
A.B., A.M., University of Alabama; Ph.D., Tulane University
- Frank John Anderson
Librarian, Emeritus
A.B., Indiana University; M.S. in L.S., Syracuse University
- Constance Dean Antonsen
Associate Professor of Art History
A.B., University of California; M.A., University of Georgia; Ph.D., University of South Africa
- William Pinckney Cavin
John M. Reeves Professor of Chemistry, Emeritus
A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina

- Lawrence Harris Chewning, Jr.
Professor of English, Emeritus
B.A., Furman University; M.A., Ph.D., University of Virginia
- Joaquin Fernandez DeVelasco
Professor of Foreign Languages, Emeritus
B.A., Havana Institute; M.A., Middlebury College; Ph.D., University of Havana
- Harold William Green
Professor of Accounting, Emeritus
B.S., Shippensburg State College; Litt.M., University of Pittsburgh
- William Brooks Hubbard
Professor of Biology, Emeritus
B.S., Wofford College; M.Ed., University of North Carolina
- Lewis Pinckney Jones
William R. Kenan, Jr., Professor of History, Emeritus
A.B., M.A., Wofford College; Ph.D., University of North Carolina
- Vincent Earl Miller
Professor of English, Emeritus
B.A., New York State College for Teachers; Ph.D., University of Minnesota
- William Alonzo Parker
Professor of Physics, Emeritus
A.B., Davidson College; M.A., Duke University
- Ernest Gibbes Patton
Professor of Biology, Emeritus
B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University
- David Hyde Prince
Professor of Education and Psychology, Emeritus
A.B., M.A., Wofford College; Ph.D., University of North Carolina
- William Woodrow Scheerer
Professor of Physical Education, Emeritus
B.S., Memphis State College; A.M., Columbia University
- Joseph Secondi
Professor of English, Emeritus
A.B., M.A., University of Virginia

Degrees and Honors Conferred 1991

Bachelor of Arts Degree

Hyde Taylor Abbott
 Fran Marie Adams
 Allen Browne Arey
 Gail Wren Arrington
 Mary Allison Ashley
 Thomas John Beggs, IV
 Mickie Michelle Belcher
 Leanne Renee Bell
 Hans David Bengard
 Erin Michele Bentrim
 Stephon Blanding
 Warren Bradley Bouknight
 Henry Plowden Bozard, Jr.
 Steven Dean Bridges
 Patrick Ernest Britt
 Freddie Brown
 John Stafford Bryant
 Brett Jack Butler
 Dennis David Byrd
 Joseph Robert Cantey, Jr.
 Kenneth Dwaine Carithers
 Jill Annette Cater
 Paul Jones Chambers, IV
 Anthony Eugene Cloud
 Bainon Myles Coursey
 Edwin Louis Cox, III
 Mary Josephine Crates
 Tiffany Pauline Elizabeth Crayne
 Jonathan Dean Crumly
 Thomas Roger Culbreth
 Charles Christopher Cummings
 Benjamin Douglas Curran
 Mary Caroline Curry
 Damon Trent Dabney
 Christopher Curtis Daniel
 Franklin Gordon Daniels
 Amanda Lewis Davenport
 Joseph Kenneth Davidson
 Gregory Kenneth Davis
 Jennifer Lynn Davis
 John Mark Davis
 John Wayne Davis, Jr.
 Lee Ann Medlin Davis
 Alan Christopher DeCredico
 Troy Vaughn Dehmann
 Geoffrey Stewart DeLong
 Christopher Gadsden Doar
 Elizabeth Kelleher Drake
 Samuel Willis Dressler, Jr.
 Lori Suzanne Duckett
 Marie-Christina Erhoff
 Michael William Fanning
 Bruce Carrier Fike
 Thomas Wade Fleming
 Laurens Warren Fort, III
 Patricia Allyn Franks
 Roderick Vernard Garner
 Stephanie Gayle Gentry
 Lynn Hollis Gibson
 Jay Christopher Gilmore

Lillian Esther Gonzalez
 Angela Rebecca Grant
 Jane Elizabeth Grant
 Terry Michael Gray, Jr.
 Thomas Scott Griffin
 Michael Craig Hainley
 David Everett Hall
 John Patrick Haly
 James Baxter Hampton, II
 Ashley Anne Hargrove
 James Cunningham Harper, III
 Susan Elizabeth Harper
 Blake Michael Harrington
 Cara-Mia Hartley
 Darris Anthony Hassell
 John David Hawkins
 William Fred Hedgepath, II
 Pamela Dawn Helton
 Miriam Smoak Henry
 Edward Capers Hiott
 Gary North Holt
 Leslee Ellen Houck
 Kevin Brian Howard
 John Russell Howze
 Jerod Omar Hubbard
 Michael Dean Hughes
 Paula Dianne Hutto
 Scott Webster Hutto
 Mark McCutchen James
 Stephen Wesley Jobe
 Mark Wesley Jones
 Shannon Renee Joseph
 Jenny Juliany
 Timothy Eugene Kane
 Sun Hong Kang
 Niyati Datta Kanitkar
 Tracy William Keller
 Walter William Kelly
 Charles Milton Kelsey, III
 Kimberly Kimball
 James Rollo Knight
 Matthew Bradley Knighton
 Julia Elizabeth Krauss
 Shelton Sterling Laney, III
 Kristen Rolanda Lawson
 Laura Marie Ledlie
 Celeste Hanberry LeGette
 Patrick Nelson Lindsay
 Charles Somers Linning, Jr.
 Elizabeth O'Dell McAbee
 Pamela Dawn McAbee
 Tracey Leigh McAbee
 Lori Marie McClellan
 Benjamin Wallen McCormick
 William Chadwick McLain
 LuAnn Carol McLaughlin
 Peden Brown McLeod, Jr.
 Todd Alexander Madeksza
 Matthew Randolph Mahaffey
 Gregory Thomas Marini

Robert William Marsh, Jr.
 Steven Charles Marsteller
 Beth Michele Martin
 Patricia Steve Maurides
 William Vickery Meetze
 John Denver Merrill
 Paula Marie Meyer
 Mark Andreas Mezger
 Erin Penrose Mitchell
 Frank Steven Molfenter
 Joel Patrick Moore
 Agnes Adella Dorcas Moorer
 Robert Andrew Morgan, II
 Emily Louise Morris
 Ralph Edwin Morris, Jr.
 Elke Susanne Nagelsmann
 Jonathan Wade Norwood
 Robert Louis O'Brien
 Ernest James Oree
 Ellis Michael O'Tuel, IV
 James Walter Overbay, Jr.
 Kathryn Ashley Parham
 Christopher Derek Patton
 Lori Ann Pedersen
 Kelly Kathleen Phillips
 Clinton Lee Pressley
 Brooks Heath Quinnelly
 Christopher Hammond Rauers
 Alfred Victor Rawl
 William Thomas Rawl
 Elizabeth Ann Ring
 Ivette Rivera
 Bryan Douglas Rivers
 Ralph Carlisle Robinson, III
 Sean Richard Rogers

Frances Leigh Sanford
 David Elwood Saunders, II
 Walter Duane Scharer
 Elizabeth Ann Scism
 Sallie Heyward Seanson
 Jane Marie Seuberling
 Scott Joseph Shaughnessy
 James Matthew Shouse
 Nicholas George Skenteris
 Catherine Elizabeth Smith
 Cynthia Michaela Smith
 Max Odell Smith
 Stephanie Dawn Smith
 William Edmond Smith, II
 Todd Wesley Smyth
 Elizabeth June Stacy
 Rupert Miles Stalvey, Jr.
 Harold Frederick Starr, III
 William Philip Thomas
 Barry Wayne Threadgill
 James William Timmons, Jr.
 Clifford Roark Toner
 Scott Alexander Underdown
 Dorlui Vongsachang
 Frederick Scott Watson
 John Thomas Webb, Jr.
 David Andrew Wiley
 Scott McCrea Williams
 James Christopher Wilson
 Brian Keith Wise
 Paula Beth Woods
 Laura Elizabeth Worrell
 David Marion Wright
 Travis Hampton Yates
 Helen Claire Youngblood

Bachelor of Science Degree

Susan Hurst Birchfield Allen
 Thomas Scott Anderson
 Athon Melton Arant, Jr.
 Camille Lamarr Bethea
 Bradley Scott Bezilla
 Melissa Dawn Black
 Laura Michelle Bowe
 David Player Boyce, Jr.
 Reginald Christopher Brooker
 Scott Richard Cayouette
 Christine Ann Christensen
 Mark David Chronis
 Paul Christopher Clark
 Jae Anna Collins
 Walter August Danker, III
 Melinda Elizabeth Edwards
 Melanie Raye Farnsworth
 Charles Thomas Fitts, III
 Gina Marie Green
 Keith Emmanuel Green
 Benjamin Todd Griffeth
 Kimberly Michele Henderson
 Toni Denise Hogan
 Dawn Michelle Horton
 Christine Palmer Hull
 James Daniel Irby, Jr.

Michael Stuart Johnston
 Corina Anita Jones
 Charles Allen Josey
 David Stuart Junkin
 Denise Bertha Kennedy
 Katherine Ann Kuehn
 John Michael Lashley
 Kelly Patricia Lauder
 Laura Marie Ledlie
 Anthony Lawrence Likes
 Chanin Patrice McClurkin
 Marla Theresa McMahon
 Byron Harrison Maimor
 Lillian Elizabeth Martin
 Kevin Francis Mathis
 Clara Margaret Mayhew
 Christopher Lloyd Metts
 Anthony Phillip Miles
 Joseph Pike Mitchener, Jr.
 David Allen Morris
 Thomas Lawrence Moses
 Elizabeth Hammond Nicholson
 Edwin Allen Padgett
 Anita Beth Parker
 Gitaben Vitthalbhai Patel
 Heeren Patel

Loretta Amanda Picklesimer
Dawn Jeanette Querin
Timothy Gene Quinn, Jr.
Crystal Hope Robinson
Lawton Harris Salley, Jr.
Pamela Sue Schofield
Kevin Anthony Sells
Stephen Ashley Shaughnessy
Melissa Lynn Shook
Michael Hall Smith

Katrina Niccole Spencer
Ashley Elizabeth Stone
Meredith Lucille Swittenberg
Megan Leigh Varellas
Anthony Joseph Viera
Cathrine Paige West
Wendy Bridget White
Michael Shane Williamson
Brian Keith Wise
Sonya Michelle Wyatt

Honorary Degrees

William Marshall Chapman Doctor of Humanities
Jerome Johnson Richardson Doctor of Humanities
Hugo Sheridan Sims, Jr. Doctor of Laws

Honors in 1991 Graduating Class

Summa Cum Laude

Leanne Renee Bell
Christine Ann Christensen
Amanda Lewis Davenport
Joseph Kenneth Davidson
Jennifer Lynn Davis
Melinda Elizabeth Edwards

Miriam Smoak Henry
Denise Bertha Kennedy
Patricia Steve Maurides
Paula Marie Meyer
Pamela Sue Schofield

Magna Cum Laude

Erin Michele Bentrin
Laura Michelle Bowe
Jonathan Dean Crumly
Thomas Roger Culbreth
Marie-Christina Erhoff
Lillian Esther Gonzalez
Angela Rebecca Grant
Gina Marie Green
John David Hawkins
Pamela Dawn Helton
Toni Denise Hogan
David Stuart Junkin
Sun Hong Kang

Katherine Ann Kuehn
Bryon Harrison Mainor
Robert William Marsh, Jr.
Erin Penrose Mitchell
Kelly Kathleen Phillips
Bryan Douglas Rivers
Lawton Harris Salley, Jr.
Cynthia Michaela Smith
Todd Wesley Smyth
Meredith Lucille Swittenberg
Anthony Joseph Viera
Cathrine Paige West
James Christopher Wilson

Cum Laude

John Stafford Bryant
Jill Anette Cater
Scott Richard Cayouette
Jae Anna Collins
Benjamin Douglas Curran
Michael William Fanning
Melanie Raye Farnsworth
Lynn Hollis Gibson
Jay Christopher Gilmore
Benjamin Todd Griffeth
Gary North Holt
Dawn Michelle Horton
John Russell Howze
Scott Webster Hutto
Michael Stuart Johnston

Shannon Renee Joseph
Jenny Juliany
Shelton Sterling Laney, III
Laura Marie Ledlie
Chanin Patrice McClurkin
Agnes Adella Dorcas Moorer
Emily Louise Morris
Edwin Allen Padgett
Stephen Ashley Shaughnessy
Max Odell Smith
Barry Wayne Threadgill
Dorlui Vongsachang
Brian Keith Wise
David Marion Wright
Helen Claire Youngblood

High Honors in Biology

Christine Ann Christensen

High Honors in Finance

Joseph Kenneth Davidson

Algernon Sydney Sullivan Awards

Max O. Smith
Robert B. Ivey

Mary Mildred Sullivan Awards

Erin M. Bentrin
Jayne C. McQueen

Class of 1991

B.A. Graduates	190
B.S. Graduates	72
Total Graduates	262

Degrees and Honors Conferred 1992

Bachelor of Arts Degree

Allen Lee Amick
 Robert Edwin Aycock
 John Richard Baggenstoss
 Lori Lynn Bartel
 William Harvey Bauer
 Sharyn Nichols Beard
 Robert George Benson, Jr.
 Lee Roy Bentley, II
 Thomas Wells Black
 Leslie Craven Blackerby
 Richard Bradley Boone
 Judith LeAnn Brewer
 Leonard Briley Brisendine, Jr.
 Stephen Carroll Brockman, Jr.
 Stephanie Denise Brown
 Brian James Buck
 Karl Friedrich Davie Burgdorf
 Lori Ann Burson
 Erica Michelle Carter
 James Scott Casey
 Michael Ligon Chewning, Jr.
 Travis Milton Childers
 Charles Joseph Coble
 William Mark Collins
 Robert Lee Cook
 Rhett Marion Covington
 Miles Badham Coxe
 Judson Kimball Cnihfield
 Laura Elizabeth Crotts
 Scott Arthur Cunningham
 Cynthia Rycheki da Silva
 John Whitfield Davidson
 Charles Carlisle Dixon, III
 Jane Elizabeth Dombroski
 Brian Wilford Douglass
 Ashley Alanna Dunn
 Leroy Durrah, Jr.
 Darrell Scott Dutton
 Monica Michelle Eaddy
 Brent Parrish Edgerton
 Amy Charlene Edmonds
 David Willard Edwards, Jr.
 Richard Patrick Farrell
 Joanna Celeste Fletcher
 Melissa Anne Forrester
 Katherine Lynn Fowler
 James Sidney Fulmer, Jr.
 Jeffrey Michael Fulton
 Jeffrey James Galan
 David Sloan Garner
 Robert LeNoir Gauthier
 Travis Patton George
 Vernon Bradley Gibson
 Carla Ruth Goode
 Matthew Preston Grayson
 Margaret Cooper Green
 Andrew James Hall
 Timothy Jerome Hall
 Donna Lynne Hamrick
 Keith Stephen Hanrick
 Kimberly Ann Wood Hardee
 Shannon Alane Harry
 Kelly Ann Harvey
 Jeffrey Scott Hausdorf
 Nancy Marie Heatherly
 Brian Joseph Henneey
 Jane Sherrard Henshaw
 Roxie Ann Hodges
 Charlotte Leigh Holden
 Elizabeth Ann Houck
 Eric Raymond Ireland
 James Harold Johnson
 Charles Buck Jones, Jr.
 Deborah Kay Jones
 James Paul Jones
 Jaye Michelle Jones
 Williams Kent Jones
 William Capers Jordan
 William Clyde Keels, Jr.
 James Wimberly Kellest, Jr.
 William Michael Kessinger
 Leah Rebecca Kirell
 Sean McKinley Kirklin
 Daniel Trent Lancaster
 James McCrorey Lawton, Jr.
 Joseph David League
 Kelly Davis Heniford Lowry
 Benjamin Franklin McAlhany, III
 James Caldwell McArthur
 Sheryl Denise McClerklin
 Alex Arthur McCullough, Jr.
 John Shaeffer McIlwain
 Margaret Gray McIntyre
 Zachary Bayard Maddox
 Laymon Lee Manning
 Jacqueline Renee Marcoux
 Alisha Leigh Markham
 Shannon Kathleen Masse
 John Baker Maultsby
 Martin Arnold Moore
 Mary Lamont Morton
 Perry Moses, IV
 Daniel Patrick Murphy, Jr.
 Jeffrey Wyatt Nettles
 Monique Andrena Nobles
 Gregory Allen O'Dell
 Heather Marie Onstott
 Ronald Michael Pace
 Nicholle Annissa Palmieri
 Salley Saint Clair Parrott
 Norman Eugene Partin, Jr.
 Dwight Fleming Patterson, III
 Aimee Susanne Pearson
 Gwyneth Ayn Phillips
 Gary Allen Pickren
 Laurie Marie Pineau
 Jeremy Paul Pittman
 Karen Marie Plaszej
 Jonathan Cooper Polk
 Amanda Louise Price
 Jennifer Lee Randolph
 Stephen Thomas Ravan, Jr.

Genie Cannon Reynolds
 George Davis Richards
 Eden Davis Richardson
 Scott Andrew Richter
 Kenneth Ray Roach
 George Luther Rosebrock, III
 Mark Edward Ross
 Karen Leigh Rush
 Bradford Manley Russ
 Susan Benton Ryscavage
 Juan Luis Sandoval
 Mary Elizabeth Sannwald
 Kenneth Brett Shelley
 Shannon Michael Shogren
 Christopher Dean Simmons
 Deidre Rene Smith
 Sean Edward Snowball
 Timothy Joseph Southern
 Dan W. Stacy, Jr.
 Martin Linder Stark
 Christopher Blohme Staubes, III
 Garrett David Stenk
 Tracey Lyn Stephenson
 Paul Glenn Stoner, III
 Elizabeth Burnett Stuckey

Bryan Cleveland Tankersley
 Sean Wynn Tate
 Georgia Hitt Thackston
 James Stonewall Thompson, III
 Frederick Todd Thomson
 Heather Teresa Townes
 Robert Francis Vande Weghe, Jr.
 Christopher James Vinyard
 Timothy Wayne Wallace
 Lauri Beth Walsh
 Paul Richbourg Walter
 Joseph Faulkner Warlick
 James Lawrence Welch
 Theron Stacy Welch, III
 Frank William White, III
 Paul Christopher White
 Walter McElhaney White
 Elizabeth Parks Wilkes
 Carole Jean Wilkins
 Happy Leigh Willis
 Anne Carter Wilson
 Marion Eveland Wilson
 Amy Leigh Wood
 Lisa Marie Zammiello
 Justine C. Zeoli

Bachelor of Science Degree

Rebecca Jo Andrews
 Margaret Louise Bartel
 Bonnie Lynn Bellinger
 John Charles Blair
 Christina Aida Blanco
 Holly Rene Bragg
 William Donald Britt, Jr.
 Anthony Collin Brown
 Kenneth Dwight Brown
 Thomas Andrew Brown
 Kenneth Scott Burns, Jr.
 Kenneth Edward Burriss
 Brett Alan Cohen
 Stacy Lynn Coleman
 John Brannon Critchfield
 Kellie Leigh Crook
 Evan Francis Dapo
 Tristan Lee Davis
 Wendy Denise Deck
 Fred Scott Defenbaugh
 Charles Carlisle Dixon, III
 Kevin Edward Elliott
 Christopher Lee Evans
 Holly Lynn Fulghum
 Amy Elizabeth Goehring
 Marguerite Jean Green
 Deborah Lynn Hannah
 James William Hatchell
 Lisa Elaine Hay
 Morton Strahan Hodgson, IV
 Michael Todd Holcombe
 Courtney Janett Holt
 Tammy Renee Horne
 Miles Carlisle Johnson
 Blanding Upshur Jones
 Beth Ann Kamke

Susan Elizabeth League
 Amy Belinda Leger
 William Gordon Lynn, III
 Jason Nash McAlhany
 Dennis Hugh McDowell
 Monique McDowell
 Nancy Page Marshall
 Katherine Melissa Nicholson
 Keun Hyuk No
 Jessica Leigh Nordin
 Timothy Barton Osborn
 William Thomas Patterson
 Cynthia Lee Raines
 Kyle Vance Roach
 Scott Alan Robinson
 Leif Zebediah Scheick
 James Edward Seegars, III
 Karen Elizabeth Sinclair
 Lester Brock Spivey
 Alicia Euniece Stackhouse
 Heather Welch Stallworth
 Robert Earl Summers, Jr.
 Aqil Eburn Surka
 Tanya Lee Tanner
 John Allen Thomas
 Mary Alexandra Thomas
 Stuart Richmond Thomas
 Pakou Aiv Thor
 Sidney Kenneth Tuck, Jr.
 Ellen Patrice Turbeville
 Yvonne Michele Varn
 Scott David Waisanen
 Robert Ricardo Walker
 Mark Edward Ward
 Victor Patrick Watley
 Lawrence Otis Williamson

Honorary Degrees

Sinclair Emsley Lewis	Doctor of Divinity
Rudolph Ernest Mancke, III	Doctor of Science
George McMillan Reeves, Jr.	Doctor of Literature
Jeneil Beason Reeves	Doctor of Humanities

Honors in 1992 Graduating Class

Summa Cum Laude

Kenneth Scott Burns, Jr.
 Stacy Lynn Coleman
 John Whitfield Davidson
 Charles Carlisle Dixon, III
 Jane Elizabeth Dombroski
 Amy Elizabeth Goehring
 Kelly Ann Harvey
 Lisa Elaine Hay

Brian Joseph Henneey
 Charlotte Leigh Holden
 William Gordon Lynn, III
 Heather Welch Stallworth
 Christopher James Vinyard
 Scott David Waisanen
 Lawrence Otis Williamson
 Amy Leigh Wood

Magna Cum Laude

Leslie Craven Blackerby
 Holly Rene Bragg
 Stephen Carroll Brockman, Jr.
 Scott Arthur Cunningham
 Christopher Lee Evans
 Holly Lynn Fulghum
 Kimberly Ann Wood Hardee
 Eric Raymond Ireland
 Deborah Kay Jones
 James McCrorey Lawton, Jr.
 Shannon Kathleen Masse
 Aimee Susanne Pearson

Laurie Marie Pineau
 Karen Marie Plaszaj
 Karen Leigh Rush
 Juan Luis Sandoval
 Deidre Rene Smith
 Martin Linder Stark
 John Allen Thomas
 Stuart Richmond Thomas
 Healthier Teresa Townes
 Walter McElhaney White
 Marion Eveland Wilson

Cum Laude

Rebecca Jo Andrews
 Bonnie Lynn Bellinger
 Anthony Collin Brown
 Brett Alan Cohen
 Cynthia Rychecki de Silva
 Fred Scott Defenbaugh
 Ashley Alanna Dunn
 Amy Charlene Edmonds
 Kevin Edward Elliott
 Melissa Anne Forrester
 Marguerite Jean Green
 James William Hatchell
 Roxie Ann Hodges
 Dennis Hugh McDowell
 Monique McDowell

Nancy Page Marshall
 Daniel Patrick Murphy, Jr.
 Salley Saint Clair Parrott
 Jeremy Paul Pittman
 Amanda Louise Price
 Jennifer Lee Randolph
 Genie Cannon Reynolds
 Kyle Vance Roach
 Mark Edward Ross
 Leif Zebediah Scheick
 Karen Elizabeth Sinclair
 Garrett David Steck
 Ellen Patrice Turbeville
 Carole Jean Wilkins

Algernon Sydney Sullivan Awards

Brian J. Henneey
 John H. Tillotson

Mary Mildred Sullivan Awards

J. Sherrard Henshaw
 Elizabeth D. Wallace

Class of 1992

B.A. Graduates	172
B.S. Graduates	72
TOTAL GRADUATES	244

Student Body Statistics

Students Entering September 1991

New Students (Day 25, Resident 270)	295	Former Students (Day 9, Resident 5)	14
Transfer Students (Day 17, Resident 28)	45	Special/Non-Credit Students (Day 23, Resident 0)	23
		Total	377

Geographical Distribution of Student Body 1991-92

Alabama	11	South Carolina	817
California	2	Tennessee	28
Colorado	2	Texas	6
Connecticut	3	Virginia	8
Delaware	1	Washington	1
Florida	37	West Virginia	1
Georgia	114	Wisconsin	1
Indiana	4	Total U.S.	1145
Kentucky	2	Bahamas	1
Louisiana	5	Canada	1
Maine	2	Finland	1
Maryland	3	Germany	1
Mississippi	3	Greece	1
Missouri	1	Kenya	1
New Jersey	4	Norway	1
New York	1	Panama	1
North Carolina	77	Spain	1
North Dakota	1	Venezuela	1
Ohio	7	Total Enrollment	1155
Pennsylvania	3		

Students Entering September 1992

New Students (Day 19, Resident 268)	287	Former Students (Day 4, Resident 2)	6
Transfer Students (Day 8, Resident 17)	25	Special/Non-Credit Students (Day 14, Resident 0)	14
		Total	332

Geographical Distribution of Student Body 1992-93

Alabama	13	Ohio	8
California	1	Pennsylvania	2
Colorado	3	South Carolina	825
Connecticut	2	Tennessee	21
Delaware	1	Texas	5
Florida	28	Utah	1
Georgia	107	Virginia	8
Hawaii	1	Washington	1
Indiana	4	West Virginia	3
Kentucky	1	Wisconsin	2
Louisiana	9	Total U.S.	1149
Maine	2	Czechoslovakia	1
Maryland	4	Germany	1
Massachusetts	1	Kenya	2
Mississippi	4	Norway	1
Missouri	2	Panama	1
New Jersey	3	Spain	1
New York	3	Venezuela	1
North Carolina	83	Total Enrollment	1157
North Dakota	1		

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