1911

Wofford College Catalogue, 1910-11

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Wofford College

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

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

The donation of Benjamin Wofford was exceptionally large at the time it was given. No Methodist in America (perhaps in the world) had given so large an amount to religious or educational objects. The will of the founder was clear, so that no difficulty or doubt has arisen in carrying out its few details. Measures were taken at once to add to the endowment. All was swept away by the results of the war. The South Carolina Conference liberally made arrangements for the emergency, and by an annual assessment kept the College from closing its doors. In the meantime efforts have been made to restore the endowment, and through the liberality of our people it has been steadily increasing.
The Plant

There are twenty-two buildings on a beautiful campus of nearly seventy acres. Besides the main college building there are five brick residences for professors, the Wilbur E. Burnett Gymnasium, John B. Cleveland Science Hall, the Whitefoord Smith Memorial Library, three large brick buildings used by the Fitting School, and ten cottages.

The college students have their rooms in a number of new cottages conveniently located. Only two students are assigned to a room. They take their meals with families whose homes are near the campus.

Courses Offered

Wofford College is distinctly a college of liberal arts, and its courses of instruction are represented by the following departments: Department of Physics, Geology and Mineralogy; Department of Chemistry and Biology; Department of Mathematics and Astronomy; Department of Applied Mathematics; Department of English Language, Literature and Composition; Department of Latin Language and Literature; Department of Greek Language and Literature, New Testament and Patristic Greek; Department of the French and German Languages and Literatures; Department of Psychology, Philosophy and English Bible; Department of History and Economics.

Fitting Schools

Wofford College owns and controls two well equipped and carefully managed schools that prepare especially for its Freshman Class. One is connected with the College at Spartanburg, and the other is at Bamberg. The discipline and method have been adapted for doing just such work as will fit a boy for a successful college course. Parents, therefore, are urged to look well into the claims of these schools when they have in mind sending their boys to college. Mr. A. M. DuPre, at Spartanburg, and Mr. J. C. Guilds, at Bamberg, will take pleasure in answering all inquiries.

Catalogue

Situation and Surroundings

SITUATION.—No better climate can be found anywhere for intellectual work than that of the high Piedmont region of upper Carolina. It is salubrious and bracing, and stimulates mind and body to do their best. The College campus, upon which the students live, is a high, well drained hill, removed from the dust and smoke and noise of the city. Students thus have within reach all the conveniences of the city, together with the healthful benefits of the country. Besides these natural surroundings, so conducive to health, oversight is taken, as far as possible, of the exercises and sports of students. A thoroughly equipped Gymnasium, under the care of a competent director, has been found of value, not only in preserving health, but in aiding the growing bodies of young men to a state of vigorous natural development.

SOCIAL AND INTELLECTUAL SURROUNDINGS.—Spartanburg furnishes an excellent social and intellectual atmosphere. The best entertainments—entertainments that make for the highest refinement—are constantly within reach of the student. Music by famous musicians, lectures by men of world-wide reputation, readings by authors who are making the literature of the day, are all means of general culture that help to educate in the best sense the students of Wofford.
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President

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Secretary and Treasurer

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President Emeritus and Professor of English Bible.

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Professor of Physics and Geology

J. A. Gamewell, A. M.
Professor of Latin

Henry N. Snyder, M. A., Litt. D., LL. D.
Professor of English Language and Literature

Arthur G. Rembert, A. M.
Professor of Greek

J. G. Clinkscales, A. M.
Professor of Mathematics

D. D. Wallace, A. M., Ph. D.
Professor of History and Economics

Coleman B. Waller, A. M., Ph. D.
Professor of Chemistry and Biology

W. A. Colwell, M. A., Ph. D.
Professor of German and French

J. B. Peebles, B. E.
Assistant Professor of Applied Mathematics

R. L. Wiggins, Jr., A. M.
Assistant Professor of English

* Died October 21, 1909. 
WOFFORD COLLEGE

Rev. E. K. Hardin, M. A.
Assistant Professor of Psychology, Philosophy and English

W. W. Mooney, M. A.
Assistant Professor of Latin

V. C. Edwards, A. B.
Instructor in Chemistry and Physics

R. L. Keaton
Instructor in Gymnasium

J. A. Gamewell
Secretary

D. A. DuPre
Treasurer

Miss Mary S. DuPre
Librarian

CATALOGUE

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C. B. Waller
H. N. Snyder
R. L. Wiggins, Jr.

Loan Fund—
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H. N. Snyder
J. G. Clinkscales

Catalogue and Advertising—
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Halls and Cottages—
J. B. Peebles
D. A. DuPre
H. N. Snyder
V. C. Edwards

Athletics—
C. B. Waller
J. B. Peebles
A. M. DuPre
W. W. Mooney

Library—
D. D. Wallace
W. W. Mooney
H. N. Snyder
J. A. Gamewell

Journal—
W. A. Colwell
R. L. Wiggins, Jr.
A. M. DuPre

Schedule—
W. A. Colwell
C. B. Waller
A. G. Rembert

Literary Societies—
R. L. Wiggins, Jr.
A. G. Rembert
W. A. Colwell
**Calendar**

The Session is divided into two terms with no intervening vacation.

The First Term begins on the third Wednesday in September.

The Second Term begins on the first day of February.

*The Session closes on the first Monday after the second Sunday in June.

**Holidays**

Founder's Day, October 19
Thanksgiving Day
Ten Days at Christmas
Washington's Birthday
Carlisle Day, May 4

**Literary Societies and Class Functions**

Oratorical Contest, February 22
Sophomore Exhibition, second Monday in April
Freshman Declamation, second Monday in May

**ADMISSION REQUIREMENTS FOR THE SESSION OF 1911-12**

Students applying for admission to the Freshman Class must furnish satisfactory evidence of their fitness to do the work either by examination or by certificates from approved schools and teachers. All certificates must be specific as to the subjects studied, the amount of work completed, and the time devoted to it.

In estimating the applicant's attainments the "unit" system will be used, in which each unit of credit represents a course of one high school year of thirty-six weeks, five periods a week, in any particular study.

In order to enter as a full Freshman without conditions, the applicant must present 14 units, 10 of which must be as follows: English Grammar, Composition and Rhetoric, and Literature, 3; Algebra through Quadratics, 1 1/2; Plane Geometry, 1; United States History, 1; and Foreign Language or Languages, 4. Three units of Latin are required for admission to Freshman Latin, and no student will be conditioned in this study who offers less than 2 units.

Not more than 4 units of conditions will be allowed entering students; and no conditions will be allowed on English, Algebra, Plane Geometry, and United States History.

In making up conditions, one year of Freshman or Sophomore work counts for 1 1/2 units and one year of Junior or Senior work for 2 units.

**English—3 Units**

1. *Advanced English Grammar.*—Every applicant must be able to show that he has had a thorough training in the theory and practice of Grammar. He will be tested by questions on the parts of speech and their uses, the relation of phrases, and the structure and analysis of sentences. The tests of the applicant's knowledge will be largely based on his ability to analyze sentences se-
lected from the books set for study and practice. (See below.)

2. Rhetoric and Composition.—The applicant will be examined on the fundamental principles of good writing—the qualities of style, figures of speech, forms of discourse, etc. But chiefly he will be required to show, through practice, his ability to write clear, simple, correct English. To test his ability in this direction he must write several themes upon topics chosen from his reading. (See below.) No applicant will be accepted whose written work is notably defective, particularly in grammatical correctness, spelling, punctuation, and paragraphing. He should therefore have had much practice in theme-writing under the careful criticism of his teachers.

3. Literature—

   I. For Study and Practice: Shakespeare's Macbeth; Milton's Lycidas, Comus, L'Allegro, and Il Penseroso; Burke's Speech on Conciliation or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson or Carlyle's Essay on Burns.

   II. For Reading: Group 1 (two to be selected): Shakespeare's As You Like It; Henry V; Julia Caesar; The Merchant of Venice; Twelfth Night. Group 2 (one to be selected): Bacon's Essays; Bunyan's The Pilgrim's Progress, Part I; Addison's Sir Roger de Coverley; Franklin's Autobiography.

   Group 3 (one to be selected): Chaucer's Prologue; Spenser's Faerie Queene (Selections); Pope's The Rape of the Lock; Goldsmith's The Deserted Village; Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

   Group 4 (two to be selected): Goldsmith's The Vicar of Wakefield; Scott's Ivanhoe; Scott's Quentin

   Group 5 (two to be selected): Irving's Sketch Book (Selections); Lamb's Essays of Elia; DeQuincey's Joan of Arc and The English Mail Coach; Carlyle's Heroes and Hero Worship; Emerson's Essays (Selected); Ruskin's Sesame and Lilies.

   Group 6 (two to be selected): Coleridge's The Ancient Mariner; Scott's The Lady of the Lake; Byron's Mazeppa and The Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's Lays of Ancient Rome; Poe's Poems; Lowell's The Vision of Sir Launfal; Arnold's Sohrab and Rustum; Longfellow's The Courtship of Miles Standish; Tennyson's Lancelot and Elaine, The Passing of Arthur, Gareth and Lynette; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Herve Reil, Pheidippides.

   The object of this course is to lead the student into an intelligent appreciation of the best literature, and while the books are to be read outside the class, how to read them and what to look for in them are to be suggested by the teacher. They are to be discussed at appointed periods in the class-room, and the pupil is expected to know the general subject-matter of each. The topics for testing the applicant's ability to write (see above, Rhetoric and Composition) will be offered from a number of topics chosen from this list. The examination, therefore, will show both his skill in writing and his knowledge of the subject.
II. Mathematics—3½ Units
1. College Algebra.
   (a) To Quadratics. 1 unit.
   (b) Quadratics through Progressions. ½ unit.
2. Plane Geometry. 1 unit.
3. Solid Geometry. ½ unit.
4. Trigonometry. ½ unit.

II. Latin—4 Units
1. Grammar and Composition. 1 unit.
2. Cæsar—and four books of the Gallic War. 1 unit.
3. Cicero—six orations, or the equivalent. 1 unit.
4. Virgil—six books of Æneid. 1 unit.

IV. Greek—3 Units
1. Grammar and Composition. 1 unit.
2. Xenophon—first four books of the Anabasis. 1 unit.
3. Homer’s Iliad—the first three books, with Prosody, and translation at sight. 1 unit.
   Note: While Greek may be offered among the required units for entrance, those who have never studied this subject may begin it in college. Greek thus begun will count as a regular college study, but must be pursued until regular Sophomore Greek is completed.

V. French—2 Units
1. One-half of Elementary Grammar, and at least 100 to 175 pages of approved reading. 1 unit.
2. Grammar complete, and 200 to 400 pages of approved reading. 1 unit.

VI. Spanish—2 Units
The same requirements as in French.

VII. German—2 Units
1. One-half of Elementary Grammar, and at least 75 to 100 pages of approved reading. 1 unit.
2. Elementary Grammar completed, and at least 150 to 200 pages of approved reading. 1 unit.

VIII. History—5 Units
1. American History (Civics may be a part of this course). 1 unit.
2. General History. 1 unit.
3. Greek and Roman History. 1 unit.
4. English History. 1 unit.
5. Mediæval and Modern European History. 1 unit.

IX. Science—5½ Units
1. Botany. 1 unit.
   The preparation in Botany should include the study of at least one modern text-book, such as Bergen’s “Elements of Botany,” together with an approved Laboratory Note-book.
2. Zoology. 1 unit.
   A course upon the same plan as that outlined for Botany.
3. Physics. 1 unit.
   The study of a modern text-book, such as Carhart & Chute’s “Physics,” with a Laboratory Note-book, covering at least forty exercises from a list of sixty or more.
4. Chemistry. 1 unit.
   The preparation in Chemistry shall be upon the same general plan as that prescribed for Physics.
5. Physiography. 1 unit.
   The course is the same as in Botany.
6. Physiology. ½ unit.
DEPARTMENT OF INSTRUCTION

I Mathematics and Astronomy
Professor Clinkscales

An understanding of the principles of Arithmetic, and a thorough knowledge of Algebra through Quadratic Equations, Progressions, Properties of Series, the Binomial Theorem, Logarithms, and of Plane Geometry are required for admission into the Freshman Class.

The Freshmen begin the year with the study of Solid Geometry, the underlying principles being firmly grounded by means of written exercises and the solution of original problems. This subject completed, they take up Plane and Spherical Trigonometry and select topics in higher Algebra.

The Sophomore year is devoted to the study of Conic Sections, Higher Plane Curves, and Solid Analytic Geometry, with some work in higher Algebra.

The Juniors study Differential and Integral Calculus. Astronomy is studied during the first half of the Senior year. The latter half of the year is given to a rapid review of Algebra and Geometry.

In the above courses, we shall try to make thoroughness a marked characteristic of our work, in order that successive higher branches may be pursued with ease and pleasure.

TEXT-BOOKS

Freshman Class.—Five hours a week.
Wells' Solid Geometry.
Wells' Plane and Spherical Trigonometry.
Brenke's Advanced Algebra and Trigonometry.

Sophomore Class.—Three hours a week.
Nichols' Analytic Geometry.
Wells' College Algebra.

Junior Class.—Three hours a week.
Nichols' Differential and Integral Calculus.
Wentworth & Hill's Exercises in Algebra.
II. Applied Mathematics.

Assistant Professor Peebles

It is recognized that pure mathematics is the foundation of all applied work, and all students who wish to take the above subject must elect the courses offered in pure mathematics. This rule applies to Physics as an allied subject.

**Applied Mathematics I.**—The first year's work consists of a thorough course in Elementary Mechanics and Mechanical Drawing. This work having been completed satisfactorily, the student is prepared to take up the more advanced studies of the Junior and Senior years.

**Applied Mathematics II.**—During the Junior year the student is carefully drilled in magnetism and direct currents.* This course includes experimental work with electromagnets, direct current generators, motors, and auxiliary apparatus, taking into account the principles of design.

In the Senior year Applied Mathematics divides into two courses, i.e., Applied Mathematics III E (continuation of the Junior course), and Applied Mathematics III S (Plane and Topographical Surveying).

**Applied Mathematics III E.**—In Senior electricity the study of the alternating currents is pursued. The laboratory work of this course consists of a series of tests and experiments corroborating and explaining the theories of the classroom. For a comprehensive study of this subject the student should have a thorough knowledge of Calculus.

**Applied Mathematics III S.**—Senior Surveying: As a preliminary to each branch of Surveying, a study of the instruments employed is made, treating their geometrical and mechanical relations, their adjustments and use. Office computations, plotting and mapping are made adjuncts to the field
surveys. This course is thrown open to all Seniors. Applied Mathematics I and II are not prerequisites.

Students who elect Applied Mathematics I must continue the subject through their Junior year, otherwise it will not be allowed to count as work for a degree.

The work is planned as follows:

* **Sophomore Year**
  - Elementary Mechanics (Merrill), two recitations per week.
  - Mechanical Drawing (Anthony), two periods per week.

* **Junior Year**
  - Lessons in Practical Electricity (Swoop) and Electrical and Magnetic Calculations (Atkinson), two recitations per week.
  - Laboratory, one period per week.

* **Senior Year**
  - (III E.)
  - Alternating Currents (Steinmetz), two recitations per week.
  - Laboratory, one period per week.
  - (III S.)
  - Plane Surveying (Tracy), two recitations per week.

**III. Physics and Geology**

* **Professor DuPre and Mr. Edwards**

The knowledge and training obtained in an elementary course in Physics, while absolutely essential in all scientific work, is deemed quite helpful in every professional or business pursuit in life.

**PHYSICS**

Two courses in Physics will be given, known as Courses I and II.

All degree students will be required to take Course I, which will consist of lectures and recitations, accompanied by experiments for purposes of demonstration. While a few weeks will be given to the subject of Mechanics, the greater portion of the year will be devoted to a study of Energy, Properties of Matter, Heat, Electricity, Magnetism, and Sound, or Light, as time may allow. Applicants for this course during the Freshman year must present satisfactory evidence of having had one year's training in Elementary Physics; but this condition does not apply to members of the Sophomore Class in full standing.

Course II in Physics may be elected by those students only who have completed very satisfactorily Course I. The periods will be given almost entirely to laboratory work and to the reading and discussing of papers prepared by the students upon their work and upon subjects assigned by the instructor. Three periods per week of two hours each are required.

**GEOLOGY: COURSES I AND II**

Students that take Course I will give three periods per week for the entire year, chiefly to class-room work, acquiring a knowledge of the main facts and principles of Dynamical, Structural, Physiographical and Historical Geology, with occasional excursions to points of geological interest in the vicinity of Spartanburg.

Course II will give three hours per week to applied Geology, a study of rocks and minerals in the laboratory, and to excursions in the field, mapping small areas and sections where outcrops are favorable. The student thus familiarizes himself with the methods of determining and classifying metallic ores, rocks, and the chief rock-forming minerals of the Piedmont section.

Course II will be open to those students only who have completed Course I very satisfactorily and who have had one year's training in Physics and Chemistry.

**IV. Chemistry and Biology**

* **Dr. Waller and Mr. Edwards**

1. (a) **General Chemistry.**—Lectures and recitations. The fundamental ideas of chemical structure; atomic theory in relation to the elements; laws of chemical combinations; a study of the elements and their compounds, including an introduction to Organic Chemistry.

   *Dr. Waller.*
Three times a week throughout the year.

(b) **Laboratory Work.**—This embraces Elementary Chemical Experiments; the use and reactions of various reagents with elementary and compound substances; separation of metals; separation of acid radicals; systematic analysis of various salts and minerals.  

Mr. Edwards.

Text-Book: Chemical Experiments, Remsen and Randall.
Qualitative Analysis, Whittelsy and Dennis.

Two exercises a week throughout the year.

II. (a) **Organic Chemistry.**—Lectures and recitations. The Chemistry of the carbon compounds as outlined in Remsen "Organic Chemistry."

Dr. Waller.

(b) **Laboratory Work.**—Quantitative Analysis, Talbot; a selected series of organic preparations from Practical Methods of Organic Chemistry, Gaterman.

Two exercises a week throughout the year.


Mr. Edwards.

Recitations: Three hours a week throughout the year.
Open to those who have completed Chemistry II.

**BIOLOGY**

I. (a) **General Biology.**—The purpose of the work is to train the student in careful and truthful observation, to familiarize him with the more common aspects of nature, and to give him some insight into the fundamental laws of life—Dr. Waller.

Text and Reference Books: General Biology, Sedgwick and Wilson; Elements of Biology, T. J. Parker.

Three times a week throughout the year. Open to those who have taken Chemistry I.

(b) **Laboratory Work.**—The student studies with the aid of the microscope and dissects selected plants and animals, beginning with the simpler forms as yeast, pleurococcus, ameoba, paramecium, to the more complex forms, as the fern, flowering plant, earthworm, frog, crawfish.  

Dr. Waller.

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**CATALOGUE**

Text-Books: General Biology Laboratory Directions, E. A. Andrews; Elementary Lessons in Zoology, J. G. Needham; Practical Zoology, Marshal and Hurst.

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V. **English Language and Literature**

Dr. Snyder, Assistant Professor Wiggins

The first purpose of the work of this department is to give the student such a command of English as will enable him to write clear, forcible prose with proper regard for unity, coherence and proportion in the paragraph and the whole composition. Actual practice in prose composition is begun in the Freshman year, and written work is required throughout the entire college course.

Special effort is made to bring the student into sympathetic first-hand touch with the work and spirit of the great writers, to define the purposes and mission of each, and, throughout the four years, to relate literature to life.

The following courses are offered:

1. **English Composition.**—Three hours a week during the fall term. Selections from the English prose masters are read and analyzed. Practice in composition is gained by daily and weekly themes, and frequent consultations are held with each student for individual criticism and instruction. **Required of all Freshmen.**

2. **English Composition.**—One hour a week during the winter term. This course is an arrangement of Course 1 for students who failed to pass, or who entered late in the fall term.

3. **English Composition.**—Three hours a week during the Spring term. A continuation of Course 1. **Required of all Freshmen.**

4. **English Composition.**—Two hours a week during the winter term. In this course a study is made of the principles of structure of logical expression and of prose diction and the elements of literary composition. Special emphasis is laid on narrative prose. A study of selected representative forms of
the story is made, and exercises in plot structure, technique, and criticism are given. **Required of all Sophomores.**

5. *The Art of Debate.*—This is a complete course in the theory and the practice of debate. At the outset there are formulated one or more propositions that are carefully worked out in the details of analysis, proof, and refutation, as each principle is studied in the text. This work is conducted throughout with reference to the literary societies of the College. **Required of all Sophomores, 2 hours per week, fall term.**

6. *History of English Literature.*—One hour a week throughout the year. **Required of all Freshmen.**

7. *General Introduction to English Literature.*—Three hours a week during the winter term. This course comprises the study and discussion in class of representative English classics. Private reading of parallel courses for special examination is required. **Required of all Freshmen.**

8. *General Introduction to American Literature.*—Two hours a week during the fall and winter terms. The aim of this course is to give the student a working knowledge of the representative American authors, keeping in mind their relation to English literature and to national development. **Required of all Sophomores.**

9. *Elements of Literary Criticism.*—Two hours a week during the spring term. A study of English versification and the various forms and essential elements of literature is offered in this course. Analyses of the different masterpieces studied are made through daily themes. **Required of all Sophomores.**

10. *Words and Their Uses.*—One hour a week throughout the year. A study of the English vocabulary with reference to its composition, growth, and etymology. **Required of all Sophomores.**

11. *The Romantic Movement.*—Two hours a week during the fall and winter terms. A survey, by lectures and classroom discussions, of the works of Wordsworth, Coleridge, Byron, Shelley, and Keats. Parallel readings are taken from DeQuincey, Lamb, Scott, Landor, and Jane Austen. Critical papers by the class are written each term. **Required of all Juniors.**

12. *The Pre-Raphaelite Movement.*—One hour a week during the spring term. Lectures and discussions of the work of the Pre-Raphaelite Movement as shown in the poetry of Dante Gabriel Rossetti, Christina Rossetti, and Swinburne. Parallel readings are taken from Ruskin and other contemporary writers. **Required of all Juniors.**

13. *The Nineteenth Century Essay.*—One hour a week during the fall and winter terms, and two hours a week during the spring term. Representative prose writers of the Victorian age are studied with a view to their relation to the age and their influence on modern thought. Class-room discussions and papers on DeQuincey, Carlyle, Macaulay, Arnold, and Ruskin. **Required of all Juniors.**

14. *Shakespeare.*—Two hours a week during the fall and winter terms, and one hour a week during the spring term. This course involves a study of the place of Shakespeare in the history of the English Drama and of the development of his art, a careful reading of most of his plays, and a special interpretation of the greater plays. **Elective for Seniors.**

15. *Tennyson.*—Some of the poet's mature and most popular work, such as the *Idylls of the King,* is offered as an introduction. Then the development of Tennyson's art in various types is studied, through poems selected in chronological order from each type. The man and his philosophy are then studied, through biographical writings, *In Memoriam,* and additional poems. **Elective for Seniors, one hour during the fall and winter and two hours during the spring term, 1910-11.**

16. *Browning.*—This course will alternate with Course 15; and, with more emphasis upon interpretation than upon criticism, it will be conducted upon the same general plan.

17. *History and Development of the Novel.*—Two hours a week throughout the year. The aim of this course is to trace the growth of prose fiction from the time of Malory, Caxton,
VI. Latin

Professor Gamewell, Assistant Professor Mooney

A student may take Latin during his entire college course, and every student who begins the course must continue the study through the Sophomore year, otherwise it will not be counted on his work for a degree. The authors of the classical period are studied during the first two years. The third year is given to the writers of the first century of the Christian era. The earlier writers are taken up in the last year. Throughout the course the structure of the Latin sentence is carefully studied and selections from the masterpieces of Roman literature are translated. Attention is paid to Roman history and biography and readings from the best English translations are assigned.

I. Cicero, De Senectute, Selections from Virgil's Aeneid. Bennett's Latin Grammar, Latin-English Dictionary, by Gep and Haigh. Conington's translation of the Aeneid will be read as parallel work. Four hours a week.

II. Cicero's Letters by Abbott, Crowell's Selections from Latin Poets, Miller's Ovid. Morey's Outlines of Roman History and Roberts' Cornelius Nepos will be read as parallel work. Three hours a week.


and Lord Berners to the close of the nineteenth century. Attention is given to the influence of Spanish and French upon English fiction, and of the English upon German and French fiction. The principal works of the most important authors from Mallory to Kipling are read. Two original theses are required. Elective for Seniors. (Not given in 1910-11.)

VII. Greek

Professor Rembert

The course in Greek extends through three years of required and two possible years of elective work. The student may offer one, two or three units of Greek on entrance or may begin the study in his Freshman year. Greek thus begun counts as a full unconditioned college subject. Most of the students now taking Greek began after entering college.

A special class-room library, growing by the annual addition of books, cuts, maps, etc., illustrating Greek life, art and literature, offers the opportunity for wider and fresher acquaintance with modern research and criticisms in these fields.

The following courses are offered:

1. A thorough study of some book for beginners in connection with the reading in Greek of myths, fables or stories of Greek life. Instead of this reading, the Anabasis Book I may be taken up. The study of Mythology. Reading in translation of selections from Plutarch's Lives.


Where possible the class will also read Phaeacian Episode of Homer. Study of Epic dialect. Sight reading emphasized during last half of each year.

Homer's Iliad in rhytmic prose translation is studied in class. With this are read Benjamin's Troy, a translation of the Odyssey, and Witt's The Retreat of the Ten Thousand.

3. Selections from Prose Writers or Herodotus, Plato's Apology and Crito.—Review of forms and careful study of Syntax, illustrated by constant practice in translating idiomatic English sentences into Greek.

The class reads in translation Euthyphro, Phæo, The
Clouds of Aristophanes, Socrates and Athenian Society, and Lawton's Three Dramas of Euripides.

4. (Elective.) Homer's Iliad or Odyssey.—This is a rapid reading course, and much of the text is read. Homer is made to illustrate himself. The poem is approached from the viewpoint of art, literature, character study, and to a limited degree of the chief problems of Homeric criticism. Sight reading is Homer.

Toward the latter part of the course a few lessons are devoted to a study of the merits and defects of two or more translations in comparison with the original.

One drama will be read the last quarter—usually either Prometheus Vinctus or Antigone. This will be accompanied by the reading in translation of several dramas and a study of the Greek Drama as a type of Dramatic Literature.

History and Literature.—Most of the last term is devoted to the study of Greek history and literature through textbooks and lectures.

5. (Elective). The year will be devoted to one of the following courses:

(a) Greek Historians.—Two or more books each of Herodotus, Thucydides, Xenophon's Hellenica. Parallel reading in translation of masterpieces selected to illustrate the several stages in the growth of Greek literary form.

(b) Greek Orators.—Jebb's Attic Orators (selections) and Demosthenes' De Corona. Study of Greek Oratory. Parallel reading as in (a).

(c) Drama.—Study of one or more plays each of Aeschylus, Sophocles, Euripides, and Aristophanes. Study of mette. Parallel as in (a).

6. Throughout the course the student is encouraged to undertake systematic private reading in the Greek Testament.

Note.—This course merely outlines the scope of the work done. In the books or authors read it is subject to change.
IX. History and Economics

Dr. Wallace

HISTORY

The course in History extends over three years, with two alternative courses for Seniors, and is so organized that a student electing to take the whole series will advance systematically in such order that the work of each year will bear directly on that of the succeeding year, but will at the same time constitute a complete course in itself.

The courses are selected with a view to their general cultural value and their bearing upon the conditions and duties of American life.

Collateral Reading.—The classes are guided in their reading by bibliographies arranged by periods and topics, made out by the professor from the material available in the College Library. The individual student is aided by personal conference and advice. The library of American history and biography embraces a considerable range of material and is excellently adapted to the work in hand. The same may be said of the collection in English and European history.

History I.—Sophomore elective. Three hours a week through the year. The development of European culture since the fall of the Roman Empire, the genesis of modern nationalities, the Renaissance and Reformation, the progress of the principles of era of the French Revolution, and the expansion of European interests and civilization in South Africa and Asia.

In 1910-11 the text-books were West’s Modern History and Seignobos’s History of Mediaeval and Modern Civilization, the former being used constantly as a class-room manual and the latter sometimes for this purpose and sometimes for outside reading. Parallel reading was required in European history, biography and travel, with suggestions for reading in historical novels. In 1911-12 more time and attention than usual will be given to the history of Europe during the last three centuries. The text-books will be Robinson’s Western Europe and Robinson & Beard’s Development of Modern Europe.

This course is regularly open only to Sophomores, though for special reasons students from other classes are sometimes admitted. Freshmen who contemplate applying for this work in order to make out a full course should bear in mind that the work is of full Sophomore grade, and unless their general preparation is good, they will encounter serious difficulty.

History II.—Junior elective. Three hours a week through the year. During 1910-11 the class studied English history, beginning with the Norman Conquest. Andrews’ History of England was used regularly as a text-book, supplemented by Green’s Short History of the English People, sometimes as a class-room text and sometimes as outside reading. The reading of Moran’s Theory and Practice of the English government was required, together with other parallel as described under History I. The same course will be given in 1911-12.

History III.—Senior elective. Three hours a week through the year. During 1910-11 the class devoted two-thirds of the year to the history of the United States from 1750 to 1909, and the rest of the time to a course in political science and constitutional law. Hart’s Formation of the Union, Wilson’s Division and Reunion, and McClain’s Constitutional Law in the United States were used as texts, supplemented by lectures and parallel reading from leading sources and authorities. Practically the same course will be given in 1911-12, though the McClain will probably be changed for some work emphasizing more distinctively Political Science.

History IV.—Senior elective. Three times a week through the year. Open to Seniors who have had such preparation as to enable them to pursue the study of a special period with profit. To be eligible for the work in 1911-12 the applicant must have completed satisfactorily the Sophomore or Junior year in History, or if he has not taken any History course
in Wofford College, must present evidence satisfactory to the professor of his preparation for work of this kind. Seniors who are unprepared to enter this course have an opportunity for the study of History in History III, which is open to all Seniors, irrespective of their previous preparation. History IV is an advanced course, pursued by means of lectures and directions by the professor, and based on the leading authorities on the period covered and on contemporary documents, speeches, etc., assigned readings in which are studied by the class. Instead of purchasing text-books, each student upon enrolling places in the hands of the professor five to be used to purchase books for the use of the class. These books immediately become the property of the college, and, in addition to the works already upon the shelves, constitute a constantly growing collection which serves both as the equipment for the work of the class in common and as a valuable library for special investigations and essays.

During 1909-10 the class studied the relations between England and the American colonies from 1750 to the Revolution. The social and political conditions of the times were examined. Special attention was paid to the institutions and history of South Carolina, both on account of the special interest inherent in it to practically all the class, and also in order to understand more fully the local and general conditions leading up to the separation from the mother country.

In 1910-11 the course covered the American Revolution. In 1911-12 the year will be given to the colonial history of South Carolina.

Required Essays

Every student in History will be required to hand in two essays during the year. The first will be a brief study in the nature of a practice exercise. The substance and method will be criticized by the professor with the object of improving the student in the use of historical sources and authorities and the presentation of the results of an investigation. The second essay will be more extended and will be required in the spring.

CATALOGUE

From these the professor will select the best, which, with any of sufficient merit that may be handed in by students not members of the History classes, will constitute the five to be submitted to the judges of the Hart Moss History Prize essays.

The Hart Moss History Prize

Through the liberality of Mr. B. Hart Moss, of Orangeburg, the College is able to offer a prize of twenty dollars to the student, not an instructor or graduate, who shall present to the Professor of History, not later than the 1st of May, the best essay on an approved historical subject. This has resulted in some excellent work in investigation and composition. The authors and subjects of the winning essays since the founding of the prize have been as follows:

1905.—J. M. Araiil, of the class of 1905, "Bismark the Man."
1906.—W. W. Carson, of the class of 1907, "The Jacksonian Era."
1907.—W. W. Carson, of the class of 1907, "Notes on the Jeffersonian Era: The Building of a Nation."
1908.—A. B. Nettles, of the class of 1908, "Nullification in South Carolina."
1909.—Marion Dargan, Jr., of the class of 1909, "The Character of Cromwell."
1910.—D. L. Betts, of the class of 1910, "Charles Townshend, the Father of the American Revolution."

ECONOMICS

Junior elective. Three hours a week through the year. The course in 1910-11 was based upon Ely's Outlines of Economics (revised and enlarged edition of 1908) and Johnson's Elements of Transportation. Special attention was paid to banking, the text-book being supplemented by lectures, exercises and problems and full explanations of the forms used by the State Bank Examiner, copies of which were supplied to the class. Instruction and exercises were also given in the elements of accounting. Sufficient time was given to the principles of double entry, the balance sheet, profit and loss.
statement, to aid in the understanding of certain economic problems and also to be of practical service to the student for his own uses after leaving college.

The general character and contents of the course for 1911-12 will be the same as for 1910-11, except that in place of the special study of transportation, the last part of the year will be given to finance and taxation. The text-books will be Seligman’s Principles of Economics, and Plehn’s Introduction to Public Finance.

The announcement of the above text-books in History and Economics does not prevent others being substituted before the beginning of the course if the professor should desire.

X. Psychology, Philosophy and Bible

Assistant Professor Hardin

Psychology

The Senior Class in Psychology during 1910-11, after finishing James’s Psychology, took up the study of Pedagogy and educational problems. The course was conducted with the double aim of gaining an understanding of educational problems and data and preparation for the practical work of teaching.

Bible

The purpose of this course is to study the Bible rather than about it. Hence the Bible will be the principal text-book used.

I. Freshman.—After a brief notice of the history of the English Bible, the Life of Christ will be studied. Smyth’s How We Got Our Bible; Stalker’s Life of Christ; The Gospels. One hour per week.

II. Sophomore.—The study of the Life of Paul will be the basis of the year’s work, using Stalker’s Life of Paul along with the book of Acts and the Pauline Epistles. One hour per week.

IV. Senior.—In the Senior year the work is begun with a study of the Bible from the standpoint of literature. Gardner's The Bible as English Literature.

Following this a careful and thorough study of a special section of the Bible is made, e.g., The Gospels; The History of the Early Church and the Pauline Epistles; The Prophets; Old Testament History. For 1910-11 Burton & Mathews' Constructive Studies in the Life of Christ was used, each student writing his own Life of Christ after a thorough study of the original sources. Senior elective. Three hours a week.

Sociology

During the year 1910-11 a course in Sociology was given in this department. After four months spent in Descriptive Sociology, the class took up, for the balance of the year, the study of dependents, delinquents, etc. Attention was paid to the causes of poverty and crime and the wisest methods of prevention and remedy. The class were required to make reports upon specific cases which had come under their observation. Visits were paid to the county poor house and the county and city jails. Reports were made upon the various charitable and penal institutions of the State, and also of certain private institutions.

Text-Books: Small and Vincent's Introduction to the Study of Society, and Henderson's Dependent, Defective and Delinquent Class. Three hours a week through the year.

Degrees and Courses of Study

1. The Degree of Bachelor of Arts (A. B.) will be conferred upon students that complete either of the following parallel courses of study.

2. A department certificate will be given to irregular students that complete the course of study in any department.
TABLE OF COURSES

Every student is required to take at some time in college two foreign languages for two years each. Any foreign language chosen in Freshman year must be continued through Sophomore year. All students must take Physics I either in Freshman or Sophomore year and one year of some other science. No student may take more than two courses under one professor in the same year.

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<td>Applied Mathematics II</td>
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*Open only to those who have had Course I in the same subject.
*Open only to students who have had or are taking Chemistry II.
*Physics I can be taken in the Freshman year only by students who have had one year in high school Physics.

The table of recitations on the following page has been adopted as the basis of a permanent fixed schedule, and students must select courses which may be taken under it without conflict. Examination hours will be fixed later.
GENERAL INFORMATION

Expenses

Tuition for the year ........................................... $40.00
Matriculation ..................................................... 20.00

$60.00

One-half of the above fees is payable at the beginning of the session and the other half February 1st.
Laboratory (for each course) ................................. $3.00
Diploma fee ..................................................... 5.00
Board (without room rent) ... From $9.00 to $13.00 a month

Rooms

There are at present rooms for only ninety students in College property. Each room accommodates two students, and is provided with chairs, a table, a washstand, a dresser, and a bed (without clothing or pillows). The students furnish the other appointments, together with light and fuel. The College provides a janitor to attend the rooms.

These rooms are engaged by the session (September to February or February to June) at the rate of $8.00 per student. Application blanks may be had on request. To secure room the applicant must deposit $5.00 with the Treasurer of the College by September 15; otherwise his application is void. Every effort is made to have the cottages in which the students reside as home-like as possible. The students are urged to protect their several cottages both morally and materially, so that in reputation and appearance the buildings may testify to the gentlemanly character of their inmates. Members of the Faculty pay informal visits to the cottages from time to time.

Financial Administration

The matriculation fee must be paid in advance, half on the opening day in September and half on the first day of February. This fee is not refunded in any case, and no indulgence is granted.

The Board of Trustees have made the following Regulations to govern the financial administration of the College:

"Resolved, That the Treasurer shall have entire and sole charge of all matters connected with the finances of the institution; shall collect all fees due the College from students, and be responsible to the Board of Trustees, through the Executive Committee, for the proper discharge of his duties.

"Resolved, That all students hereafter be required to pay, at the beginning of each session, the Contingent Fee, before entering the class-room; and the authority to enforce this requirement is hereby given to the President and Treasurer of the College.

"Resolved, That indulgence as to the payment of tuition fees be granted to such applicants as the President and Treasurer deem worthy,—provided, the student and his parent or guardian make their joint and several note for the same, with interest at 7 per cent. per annum. That this indulgence be granted upon the joint application of the parent or guardian and the son or ward."

The authorities beg leave to remind patrons that tuition fees must be paid in advance—half on the opening day in September and half in February, and are not refunded in whole or in part except in case of protracted sickness.

If, for any reason, indulgence is desired, special arrangements must be made with the Treasurer of the College.

Privileged Students

The sons of ministers of all denominations are exempted from payment of tuition, but are required to pay the matriculation fee.

Scholarships

The Orangeburg Alumni Association Scholarship, established by the local alumni of Orangeburg, S. C.
The Welling Scholarship, established in 1900 by Mr. Edwin Welling, of Charleston, S. C.

The Edwin William Stokes Scholarship.

The yield from each of these scholarships gives free tuition to the possessor for one year.

**Loan Funds**

The following funds are in the hands of a committee of the Faculty for the purpose of assisting worthy students:

- Thomas Loan Fund, given by Dr. J. O. Willson.
- Prince Loan Fund, given by James T. Prince, Atlanta, Georgia.
- Coleman Loan Fund, given by William Coleman, Esq.
- Coke Smith Loan Fund.
- W. E. Lucas Loan Fund.
- Henry Williams Loan Fund.
- H. C. Bethea Loan Fund.
- Mr. and Mrs. T. J. Jordan Loan Fund.
- Chas. T. Hammond Loan Fund.
- Mary Watts Loan Fund.
- F. W. Sessions Loan Fund.

These funds are loaned at a low rate of interest, which is added to the principal when the notes are paid.

As this money is loaned, and not given, and as each fund will increase from year to year by the added interest, no better method can be suggested of helping worthy young men.

**Organization of Classes**

Applicants for admission will be assigned to such classes as the Faculty shall, after examination, determine.

Believing that irregular courses of study are demoralizing to untrained minds, the Faculty urges all matriculates to take one of the regular Bachelor of Arts (A. B.) courses that the College offers. Recognizing, however, the fact that a few applicants have neither the time nor the preparation for a regular course, the Faculty is willing to grant in exceptional cases the privilege of electing a partial course within limits determined by itself, and always with the condition that the time of the students be fully occupied.

**Time of Entrance**

Attention is invited to this paragraph:

Patrons of the College are earnestly requested to take care that all students shall be present on the twentieth day of September, when the entrance examinations are held, the classes organized, and the recitations begun. Those who enter after that time necessarily lose some part of the instruction, and are thus at a disadvantage in comparison with their more punctual classmates. Students that delay their coming for a few weeks sometimes find themselves hopelessly behind, and are thus forced to drop into lower classes. Let it be especially noted that the middle of the term is not the best time for entrance, for, as the classes are then half advanced, it is almost impossible to classify those who at that time apply for admission. So far from gaining time, the whole year is often lost in this way. The Faculty begs that parents, guardians, and students give serious attention to this matter.

Students who do not bring satisfactory certificates from approved schools will be required to stand entrance examinations. Pupils from our Fitting Schools at Spartanburg and Bamberg will be admitted to the Freshman Class without examination upon the certificate of the Head Master.

A student failing to pass in his college work will be required either to take the same class another year or to do such extra work as the professor may deem necessary.

**Rules Governing Examinations, Back Work, Deferred Examinations, Etc.**

I. The standard of scholarship for passing in a course is 70, except in the Freshman Class, in which the standard is 60.

II. The College has the following periods for examinations:

1. Regular Examinations.—Immediately preceding Christ-
mas holidays; a period in March; immediately preceding Commencement.

2. Special and Deferred Examinations.—The two first days of the fall session; the first two Mondays after the Christmas holidays; the second and third Mondays after the March period.

3. A student may stand a deferred examination at the time of a regular examination on the same portion of the same text in the same subject, if the professor sees fit.

4. During the last week of November or the first week of December, any professor may hold, within the regular recitation hour of each class, a written test, which may be previously announced.

5. Classification of New Students.—The first two days of the fall session.

III. No examination shall be held at any other time than as above specified, unless the student presents a physician's certificate of illness during the examination period.

IV. In lieu of re-examining a student the professor may require an extra high grade on daily work or on examination of the entire succeeding term.

V. Every student, regular and irregular, is required to present himself at each examination of his class, or, if absent, to send to the professor a written excuse, which the professor shall submit to the Faculty.

VI. When a student falls back a class he must stand the regular examinations with that class, although he may have passed the examinations before going back.

VII. A student absent as many as twelve times during the year from any department is required to do a certain amount of summer work assigned by the professor.

VIII. Absences from class work are counted from the first day of the session. Students entering late are subject to this rule.

IX. No student who has been absent eight times from the Gymnasium may appear in any *public function, collegiate or intercollegiate, until his absence be made up. Opportunity will be given to make up absences on Mondays at such hours as the instructor may appoint.

X. No student may represent the College in any *public function, collegiate or intercollegiate, unless he is in full standing in his work.

XI. No student who carries back work after the March examination period may take part in any *public function of the College.

XII. No student may represent the College in any *public function, collegiate or intercollegiate, within the examination term in which he has dropped a study.

XIII. No student may be enrolled or examined during his Senior year for courses in regular and back work combined exceeding 22 hours of work.

Reports

During the session three reports of the work of members of the Sophomore, Junior, and Senior Classes are sent to parent or guardian. Concerning the work of the Freshman Class more frequent reports are sent. When it is thought necessary, a special letter is written by the President to the parent or guardian.

The Faculty begs parents to note carefully any failure or falling off in their son's work, and appeal to him at once.

Literary Societies

The Calhoun, Preston, and Carlisle Literary Societies meet every Saturday night in their well furnished halls for improvement in declamation, composition, and debate. Their orderly management and generous emulation make them a helpful element in collegiate training, and they are regarded by both students and Faculty as an indispensable part of the machinery of instruction.

The beneficial influence of these societies confirms the au-

*The term "public function" does not apply to president, secretary or mar-
authorities in enforcing the rule that every student on entering College shall connect himself with one of them.

Wofford College Journal

The Wofford College Journal was established by the students of the College in 1889, and is conducted entirely by them. It is an important element in the college life. The pages of The Journal are open to every student from Senior to Freshman, and the younger men are especially urged to contribute.

The Wilbur E. Barnett Gymnasium

Mr. R. L. Keaton, Director

The course in Gymnasium extends through three years of required work and one year of elective. All students are required to take this course except those who bring a certificate from their family physician stating that they are physically unable to do so.

The Gymnasium is well equipped with modern apparatus for special work, and for general work it has dumb bells, Indian clubs, striking bag, basket ball (out of doors), vaulting material, fencing foils, boxing gloves, chest and shoulder weights, and other necessary material for good, practical work.

The Gymnasium has a team which for the past few years has given exhibitions at various points in the upper part of the State.

Material on physical culture is found in the College Library and Reading Room.

1. Freshman—Three hours per week.
2. Sophomore—Three hours per week.
3. Junior—Three hours per week. In the Junior Class one may elect Tennis instead of Gymnasium. Tennis is played three hours per week, and reported every Tuesday morning in chapel.
4. Senior—Three hours per week. This class is not compulsory, but a large number of Seniors find that the Gymnasium is very beneficial.

Special Notice. 1. No student can play on any team who presents a doctor's certificate of unfitness for regular Gymnasium work.
2. No student who persistently neglects the Gymnasium work will be allowed to play on any athletic team.
3. There are three afternoons per week given for play. An instructor is present to show men how to get the best results and make these hours pleasant and profitable.
4. Each student who takes the work is examined the first of the year and again in May, so that he can tell how much his physical exercise meant to him. This system helps the instructor to see the special needs of each student.
5. Shower baths are in the basement of the Gymnasium.

The John B. Cleveland Science Hall

The new Science Hall, the generous gift of Mr. John B. Cleveland, of the class of 1869, was erected in 1904, and formally opened for work at the Commencement in June of that year, President Ira Remsen, of Johns Hopkins University, making the address.

The building has, besides a large Museum, two large lecture rooms, Geological and Mineralogical laboratory, Physical laboratory, and four small rooms for apparatus, Biological laboratory, two well furnished Chemical laboratories and storage room. The building is equipped throughout with gas, electric light and power, water piping and plumbing, and other necessary fixtures for laboratory purposes.

The Electrical Laboratory is situated in the basement. The equipment is as follows: One 7.5 K. W. Westinghouse Rotary Converter, which can be operated either as a double current generator, belt connected to a three phase Induction Motor, or as a Synchronous Converter, electrically connected to a three phase, six phase transformer excited by the 2,300 volt circuit of the Spartanburg Railway, Gas and Electric Company; a 6 K. W. Compound Direct Current Generator, which can be belt connected to either the above mentioned Induction Motor or Rotary Converter; several small generators and motors for class-room demonstration in addition to numerous meters for current and pressure measurement.
The College maintains an excellent Reading Room, which is provided with a representative assortment of about fifty magazines and newspapers.

To the privileges of this room all students are admitted. This has become one of the most popular and helpful educational influences of the College. Its effect is marked in the encouragement of a thoughtful inquiry into current questions, and it has conduced in no small degree to the growth of good reading habits among the students. The pleasure and service derived from this feature of the College life have recently been much increased by the improved facilities supplied by the new Whitefoord Smith Library building, the choice portion of which is devoted to the Reading Room.

The Library

Several departments have at times maintained separate special libraries, founded and maintained without expense to the College, and this is still practiced by one or two departments. The general tendency, however, has been to throw all departmental or society libraries upon the campus into one, so as to make them easily accessible to the widest possible circle of readers. To this end, the libraries of the Calhoun and Preston Literary Societies were, about fifteen years ago, combined with the College library. The special collection belonging to the Y. M. C. A. is also kept in the College Library and administered under its regulations. The Library has been the recipient of a number of very valuable collections of books. Notable among these are the David Duncan Classical Library of 1,064 volumes, given by Professor Duncan in 1879; the J. Thomas Pate Library of 858 volumes, left to the College by Doctor Pate on his death in 1902; the W. W. Duncan Library of 2,121 volumes, left to the College by Bishop Duncan in 1908; the Jas. H. Carlisle Library of 2,276 volumes, given to the College after the death of Doctor Carlisle in 1909. The total number of volumes now in the Library, not including a considerable quantity of pamphlet material, is 20,371.

A Librarian is employed, and from her can be obtained all needed information and assistance, the rules regulating the use of the books, and the conduct of the Reading Room.

By means of a library fee books in general literature and in special and technical subjects will be purchased; and thus the Library will be kept fully abreast with the currents of modern thought and research. Any contributions, either of books or money for purchase of books, will be gratefully acknowledged.

The material is being rearranged and recatalogued on the Dewey Decimal System, as adopted by the American Library Association. Accompanying this, a card index cabinet has been installed, which has greatly increased the serviceableness of the Library in the College work.

Whitefoord Smith Library

The generous donation of Miss Julia V. Smith has made possible the commodious memorial library building, which bears the name of her honored father, who, besides being one of the most eloquent preachers of his day, was for many years professor of English in the College. The equipment is of the best modern library appliances. The large reading room is fitted with chairs and reading tables for about seventy readers, besides provision for newspapers, magazines, and encyclopedias. The stack rooms now in use are equipped for the accommodation of 35,000 volumes, and have space for shelving 17,000 more; other rooms, not now required for stacks, have a capacity for about 17,000 more. The upper stack room is equipped with pressed steel shelving; the lower stack room with substantial wood shelves. The building is constructed, heated and lighted in accord with the plans of an experienced library architect with a view to the greatest safety of the books and the comfort and convenience of the readers.
Donations to the Library

1910-11

Since the publication of the last catalogue, the following donations have been made to the Library, in the chronological order named:

Mr. J. H. and Miss Sallie Carlisle—2 vols.
Mr. F. C. Huff—2 vols.
Dr. S. A. Weber—12 vols.
Mr. A. C. McClurg & Co.—1 vol.
Rev. W. C. Kirkland—1 vol.
Prof. George S. Raymond—1 vol.

Bishop Duncan's Library

The remarkable collection of books assembled during a long lifetime, enriched by wide and discriminating reading, by the late Bishop Duncan, were given to the College at the time of his death in 1908. Being the working library of a preacher, works bearing directly upon religion, theology, philosophy and ethics form a larger part of the collection than those on any other subject. Besides these, literature, history, and biography are well and largely represented. There are a number of rare and valuable works and many presentation copies bearing the autographs of the authors. New books were constantly added to the end of the Bishop’s life. The donation is one of the largest and most serviceable that has ever been added to the College Library.

Dr. Carlisle's Library

No other portion of the Library has the peculiarly sacred associations as the latest accession, the mute friends and companions of the man who was for so long the central figure in the life of the College. The family of Doctor Carlisle transferred to the College the entire contents of the library room in the Doctor’s house. A special room in the Whitefoord Smith Library building is devoted to the Carlisle collection. The shelves, books, pictures, tables, chairs, globe, and curios are placed here in as nearly the relative positions they formerly occupied as possible. Nothing better indicates the serious and powerful nature of the Doctor’s mind than these books. Mathematics, scripture, theology, commentary, select biography, serious essays largely on ethical subjects, make up the great bulk.

Religious Opportunities

All students are required to attend daily prayer in the College Chapel, and each student is expected to attend divine services on Sunday in any church he or his parents may prefer.

Y. M. C. A.

Since December 13, 1879, there has been an active Young Men's Christian Association in the College. Among the friends who from time to time have aided in their work, the Association feels especial gratitude to Rev. S. A. Nettles, whose generosity furnished so admirably the room which was their meeting place for many years until their expanding work made necessary their moving into the present larger quarters.

Every Sunday afternoon a meeting is held for the students. Every Friday evening a religious service is held, conducted by either a student or a speaker from the city. Once a month this service is devoted to some aspect of modern missionary enterprise. Several courses are offered in both the Bible and missions. These classes are small group classes, are led by the students themselves, and their study is primarily devotional and practical. These classes have nothing to do with the regular College curriculum. They are held once a week at an hour which does not interfere with the regular College duties. Every year the Association issues a printed hand-book, which gives much valuable information about the College and the Association—just those points the new student most needs to know. It makes a neat, serviceable memorandum book. A copy is presented to each student at the opening of the session. All the new students are met at the train and cordially welcomed by a reception committee of Association men, whose pleasure it is to be of all possible service to the new student in finding his boarding house, in getting baggage up, and in any other ways that the student may need any assistance.
WOFFORD COLLEGE

Wofford College Lyceum


This organization has become a permanent part of the educational system of the city of Spartanburg, and through it the citizens and students are brought together every few weeks to enjoy the best lectures and musical numbers. A lyceum speaker never fails to draw a full house. One of the most interesting features of the lyceum is the attendance of a great crowd of young people, and they are among the most enthusiastic supporters of the lecture course. As the tickets are transferable, the lyceum contributes to the education of at least one thousand persons each year.

Course for 1910-1911

The Hinshaw Grand Opera Company.
The Bostonia Sextette.
Edward Howard Griggs—
Subject: "Savonarola."
Durno the Magician and Company.
Cambrian Glee Club.
Mrs. Hannibal A. Williams—
"Romeo and Juliet."
Mr. Hannibal A. Williams—
"King Henry IV (Part I)."
The Roney Boys.
The Harmony Concert Company.
Commencement Program, 1910

Gymnasium Exhibition, Friday, June 3, 8:30 p. m.
Junior Debate, Saturday, June 4, 8:30 p. m. The query was: "Resolved, That It Would Be to the Best Interests of American Civilization if the Several States in the Union Would Adopt a General Woman's Suffrage Law."
The committee of judges decided in favor of the negative.
Reception in the halls of the Literary Societies.

SUNDAY, JUNE 5.
Commencement Sermon at 11 a. m. in Central Church.—Rev. J. A. Rice, D. D., New Orleans.
Baccalaureate Address at 8:30 p. m. in Bethel Church.—President H. N. Snyder.—"Dr. Carlisle, the Great Educator."

MONDAY, JUNE 6.
Commencement Day. 10 a. m., address before the Literary Societies.—Dr. J. W. Lee, Atlanta, Ga. Subject: "The Discovery of the Philosopher's Stone."

SENIOR SPEAKERS.
Cyrus B. Dawsey, Horry County.—The Teaching Profession.
Joseph K. Davis, Spartanburg County.—Direct Legislation.
B. McRoy DuBose, Lee County.—The Social and Moral Situation of the College.
W. Grady Hazel, Saluda County.—International Peace.
Ralph L. Newton, Marlboro County.—The Panama Canal and International Arbitration.

CANDIDATES FOR A. M. DEGREE.
R. G. Bressler, A. B., Valparaiso University, Pennsylvania; W. D. DuPre, A. B., Wofford College; T. M. Hamer, A. B., Wofford College; and Pierce Wyche, A. B., Trinity College, North Carolina.

CANDIDATES FOR A. B. DEGREE.

Certificates for special work done by students not taking a degree were given to the following: B. F. Cromley, Saluda; C. V. Bomar, Spartanburg; S. H. Plyler, Lancaster; L. A. Murray, Orangeburg; G. C. Hawkins, Spartanburg; and M. C. Zemp, Kershaw.

The honorary degree of LL. D. was conferred on Forster Smith, Professor of Greek, University of Wisconsin.


Alumni Address, 8:30 p.m.—Hon. T. G. McLeod, Class '91
Alumni Banquet, 10:00 p.m.

Students Making Distinctions in Two or More Studies

Senior Class

All C. O., Geology, Latin.
Betts, D. L., English, Geology, History IV.
Craig, G. K., Geology, Latin.
Davis, J. K., History IV, History III.
DuBose, B. M., Biology, English, History IV, History III.
Griffith, J. D., History IV, History III, French.
Hammond, E. B., Biology, French.
Hazel, W. G., English, Latin.
Heinisch, G. M., Biology, Mathematics, English, French, Surveying.
Newton, R. L., Jr., English, Geology, History III, Greek.
Penney, T. B., Mathematics, Astronomy, English, Geology, Greek.
Roberts, E. B., Biology, Latin.
Smith, R. E., Jr., Mathematics, Astronomy, English.
Turner, O. C., Biology, History III.
Wannamaker, J. E., Jr., English, Geology, Latin, Greek.

Junior Class

Anderson, H. B., Chemistry I, Economics, French, Greek.
Campbell, T. H., English, Latin, French, Economics.
Cornish, G. R. F., English, Economics, German.
Darwin, R. F., English, Geology.
Hayes, J. T., Mathematics, English, Surveying.
Hucks, Herbert, English, French, Economics.
Hughston, G. F., English, Geology, Latin, Economics.
Humphries, A. L., Mathematics, Geology, Latin, French.
Mobley, J. M., Chemistry II, Mathematics.
Shell, V. M., Chemistry I, French, Greek.
Wightman, W. R., Economics, French.

Sophomore Class

Badger, B. M., Jr., English, Latin, Mechanical Drawing.
Burdette, H. S., English, Mathematics.
Cox, R. L., Chemistry I, English.
Gault, H. F., Chemistry I, English, German.
Glenn, J. L., Jr., Chemistry I, English, Latin, History, Mathematics, Greek.

Guilford, R. D., Chemistry I, English, History, Mathematics.
Hamer, P. M., Chemistry I, English, Latin, History, Mechanical Drawing.
Hill, R. S., Chemistry I, English, Mechanical Drawing.
Lawson, R. M., English, Latin.
Moody, J. O., English, Latin, German, Mechanics Drawing.
Moody, R. E., English, Latin, Mechanical Drawing.
Wilcox, J. L., Chemistry I, Latin, History, Mechanical Drawing.
Wilson, R. T., English, Latin, Mathematics.
FRESHMAN CLASS

Black, H. S., English, Latin, German.
Burnett, Bobo, Mathematics, English.
Earle, J. M., Mathematics, English, German.
Kelly, J. G., Mathematics, English, German.
Simms, H. R., English, Latin, German.
Simms, H. S., English, Latin, German.
Spigner, E. T., Mathematics, English, German, Greek.
Stillwell, L. J., English Latin.

CONDITIONED FRESHMEN

(Entered in September, not fully prepared)
Asbill, B. M., Jr., Mathematics, English, Latin, German.
Blair, F. S., Mathematics, English.
Humphries, T. B., Mathematics, English, Physics, Latin.
Heyer, J. C., English, Latin.
Merchant, S. A., English, German.
Moss, W. J., Engineering, German.
Rhoad, C. S. Mathematics, English, Geology.

Medals and Prizes

MEDALS
M. G. West—Freshman and Sophomore Story Medal.
M. S. Lively—Senior and Junior Story Medal.
H. G. Hazel—Poem Medal.

PRIZES
D. L. Betts—Hart Moss History Prize.
George A. Beach—Marshall Moore Tennis Cup.
J. L. Glenn—Baseball Cup.

Graduate Students

R. A. McDowell, A. B. ........ Furman University, S. C.
R. L. Newton, Jr., A. B. ........ Wofford College, S. C.
J. M. Steadman, A. B. ........ Wofford College, S. C.

Senior Class

Alexander, B. D. ............. Spartanburg, S. C.
Anderson, H. B. ............. Spartanburg, S. C.
Anderson, L. P. ............. Chester, S. C.
Barr, J. M. ............... Lexington, S. C.
Bennett, O. C. ............. Greenville, S. C.
Black, S. O. ............. Spartanburg, S. C.
Brooks, M. M. ............. Anderson, S. C.
Campbell, T. H. ............. Marion, S. C.
Carlisle, C. H. ............. Spartanburg, S. C.
Carter, T. J. ............. Union, S. C.
Cornish, G. R. F. ........... Abbeville, S. C.
Crane, T. E. ............. Union, N. C.
Cudd, J. E. ................. Spartanburg, S. C.
Cunningham, J. W. ........... Union, N. C.
Darwin, R. F. ............. Cherokee, S. C.
Dibble, W. V. .............. Orangeburg, S. C.
Dillard, W. Y., Jr. ............. Spartanburg, S. C.
DuPont, C. E. ............. Spartanburg, S. C.
Epps, E. K. ................. Williamsburg, S. C.
Gage, L. G. ................. Chester, S. C.
Hardin, H. G. ............. York, S. C.
Hucks, H. .................. Horry, S. C.
Hughston, G. F. ............. Spartanburg, S. C.
Humphries, A. L. ........... Kershaw, S. C.
Hutto, W. D., Jr. ............. Spartanburg, S. C.
Langford, H. ................. Newberry, S. C.
<table>
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<td>Wightman, W. R.</td>
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**Junior Class**

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<td>Braddy, L. C., Jr.</td>
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<td>Burdette, H. S.</td>
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<td>Cox, R. L.</td>
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<td>Crum, G. M.</td>
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<td>Davis, H. G.</td>
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**Sophomore Class**

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### Freshman Class

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<td>Abernathy, E. J.</td>
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<td>Carson, R. K., Jr.</td>
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<td>Cauthen, L. J.</td>
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<td>Coman, W. T.</td>
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<td>Crooks, W. E.</td>
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<td>Davidson, E. A.</td>
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<td>Dean, John</td>
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<td>DeShields, B. F.</td>
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<td>DuBoise, H. P.</td>
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<td>Dunbar, I. D.</td>
<td>Union, S. C.</td>
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<td>Charleston, S.C.</td>
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<td>Edwards, E. G.</td>
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<td>Fairey, M. L.</td>
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<td>Fort, M. K.</td>
<td>Dillion, S. C.</td>
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<tr>
<td>Garris, C. C.</td>
<td>Colleton, S. C.</td>
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P. D. · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · •
### Students by Counties

<table>
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<th>County</th>
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<td>Henry, Va.</td>
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</tbody>
</table>

### Alumni

Beginning with 1910, a complete list of the Alumni of the College is published in the catalogue for each year which is divisible by 5.
APPLICATION FOR ADMISSION  
TO  
WOFFORD COLLEGE FITTING SCHOOL, SPARTANBURG, S. C.

Wofford College Fitting School:
I hereby apply for the admission of my son ............................................. , as a student in Wofford College Fitting School, for the year beginning September, and ending June, 191. He last attended School at ............................................. and has been honorably dismissed from that School.

In making this application, I promise, for my son, cheerful submission to the regulations of the School, and for myself, co-operation with the Faculty in the maintenance of good discipline.

I wish him prepared for ............................................. College.

Respectfully, .............................................

REMARKS

The purpose of this application is to enable us to know as soon as possible what new students we may expect and their preparation, so that we can best arrange them in their rooms and classes. Please fill out and send to .............................................

A. MASON DuPRE. Headmaster.
STATEMENT OF PREPARATION

Name of Student

Name of Parent or Guardian

Age at next birthday

Address

State which of the following subjects you have studied and give as correct an idea of your preparation in them as possible:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Text-book?</th>
<th>Exercises written: Text-book?</th>
<th>Other work?</th>
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</thead>
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<tr>
<td>Arithmetic</td>
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<td>Algebra</td>
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<td>Grammar</td>
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<td>Rhetoric</td>
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<tr>
<td>Physiology</td>
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<td></td>
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<tr>
<td>Physical Geography</td>
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</tr>
</tbody>
</table>

Other Subjects and Text-Books

FALL SESSION BEGINS SEPTEMBER 29, 1911
SPRING SESSION BEGINS FEBRUARY 1, 1912

WOFFORD COLLEGE
FITTING SCHOOL

SPARTANBURG, S. C.

1910-1911
FITTING SCHOOL

Teachers and Officers

Henry N. Snyder, M. A., Litt. D., LL. D.
President

A. Mason DuPre, A. B., A. M., Head Master
Instructor in Mathematics and German

J. M. Steadman, A. B.
Instructor in Latin

T. L. Wilson, B. A.
Instructor in German and English

A. G. Rembert, A. B., A. M.
Instructor in Greek

J. K. Davis, A. B.
Instructor in History and Geography

M. Dargan, A. B.
Instructor in Mathematics and History

R. L. Keaton
Instructor in Gymnasium

J. H. Allen, M. D.
Physician

Miss L. Harris
Matron

Origin

The Wofford College Fitting School grew out of the preparatory department of Wofford College. It was known as the preparatory department until October, 1887, when the school was moved away from the college and made a separate institution. In 1895 it was brought again to the college campus, where it is now located. It is seen, therefore, that, as a separate institution, it is a little over twenty years of age.

Aim

The special work of the Fitting School is to prepare for college. Parents are more and more realizing that, when a boy is to go to college, he is entitled to the very best preparation for it. They see that good training is of such value that one year spent in a good preparatory school is a matter of highest economy, instead of a year's time and money wasted. But there are some boys who wish one or two years of thorough training, although they do not expect to enter college. It is the aim of the Fitting School to meet the needs of such boys. It is probably true that not more than two per cent. of the school children ever enter college, and it will be seen that about ninety-eight per cent. must get their final training in the preparatory school. A school that does thorough work, therefore, is entitled to consideration. It is the aim of the Fitting School to give a boy such training as will enable him to meet successfully the problems of life.

There are some boys who are almost ready for college and might enter on some conditions, but their parents wish them to spend their first year away from home in a good preparatory school, because of the discipline. The teachers are closely associated with the boys, living in the same house with them, so that there is a better opportunity of directing their studies and shaping their characters. For such boys the Fitting School offers some advantages.
Limited School

Knowing how difficult it is to give thorough instruction to large classes, we have decided to limit the number of students to one hundred boarders and fifty day pupils. Our classes will be small and, whenever it can be done, we shall not have more than twenty boys in one section. If possible, we shall have fewer than twenty. In this way, with an opportunity of individual instruction, the very best results will be obtained. It will be well for parents who intend to send their boys to the Fitting School to make application as soon as possible. An application blank is in another part of this catalogue.

Location

The school is located in Spartanburg, the most progressive town in upper Carolina. Being 816 feet above sea-level, with an annual mean temperature of 61 degrees, the climate is excellent. Our students have the advantages and conveniences of this growing, wide-awake city of 20,000 inhabitants. Being on the main line of the Southern, between Washington and New Orleans, between Nashville, Charleston and Jacksonville, and on the C. & W. C., it is easily accessible. Telegraph and telephone communications are excellent.

Religious and Educational Advantages

Spartanburg is known as the city of churches and schools. There are two colleges, one for men and one for women. The colleges and schools have very largely made the city, and there is an atmosphere of culture and refinement here that one does not often find in a city of this size. All of the leading religious denominations are represented here, and the handsome church buildings are the pride of the city. The students are required to attend Sunday school and at least one church service every Sunday, at the church where their parents designate. The Wofford College Lyceum has done more than any other form of popular education for the intellectual development of the city and the student body. For the small sum of $1.25 the students of the Fitting School hear every year from six to eight of the most prominent lecturers in the country. A few of those who have spoken are: Dr. C. T. Winchester, Mr. Leland Powers, Dr. Hamilton W. Mabie, Dr. Henry Van Dyke, Dr. Lyman Abbott, Dr. Edwin A. Alderman, Hon. John Sharp Williams, Hon. William Jennings Bryan, Dr. Woodrow Wilson, Bishop John H. Vincent, Ernest Seton Thompson, Thomas Dixon, Jr., George Kennan.

Buildings

Main Dormitory

The Main Dormitory is a three-story brick building, containing twenty-eight bed-rooms and the dining-hall. It is heated by steam and lighted by electricity. The rooms are conveniently arranged, and every one opens to the sunlight. Two teachers and the matron stay in this building.

Alumni Hall

Alumni Hall is a two-story brick building, containing twelve rooms. The rooms are comfortable and open to the sunlight. The building is lighted by electricity. It is within thirty feet of the main building; so the boys in this building are convenient to the dining-room in the main building. The sanitary conditions are excellent for both buildings, each having water closets and other conveniences.

Recitation Hall

The recitation building is a new two-story brick building, very handsome and conveniently arranged for school purposes. There are five class-rooms, a chapel, an office and cloak-rooms. It is fitted up with comfortable desks and slate blackboards, and the light is excellent.

Gymnasium

The Fitting School has the privilege of using the college gymnasium, and the college gymnasium instructor has charge of the Fitting School classes. If the matter of exercise were left entirely to the students, some of them would neglect it; therefore, the work of the gymnasium is compulsory. We have found that it is beneficial from the standpoint of health.
The school library contains about 500 volumes. Fortunately there are other libraries at the disposal of the students. The Kennedy Library in the city is open to the students for a small fee. The College library, containing about 17,000 volumes—close to our building—is open to the students without charge. The reading room is supplied with a good selection of representative periodical literature.

**Literary Societies**

The Carlisle and Legare Literary Societies meet regularly every Saturday night. The training which the students receive in these societies from the regular work and joint debates, etc., is of great value to them. We attach so much importance to the work in these societies that we make membership in them compulsory. A fee of three dollars is charged, which is not to be counted as a part of the school charges, as it goes into the treasuries of the societies and is for their exclusive use.

**Athletics**

The school authorities believe in athletics, but they do not believe that too much time should be given to athletic sports. A certain standard of work is required of those who take part in these sports, and this prevents neglect of work on the part of students.

**The Boarding Department**

The boarding department is under the direct control of the Headmaster, assisted by the Matron. In the management every effort is made to supply the table with nourishing and well-prepared food, and with as great variety as the price will allow. All students under twenty-one years of age are required to board in the dormitory, unless parents wish them to board with near relatives who live in the city. In the latter case, written request must be made by parents, and each case of this kind is considered on its own merits. The Headmaster reserves the right, even after such request has been granted, to require any student to come into the dormitory when it seems best for the student and the school.

**Management**

In dealing with the students placed in our care we try to adapt our methods of teaching and discipline to their mental, moral and physical requirements; and to this end encourage among them a high moral tone, diligence, perseverance and accuracy, and a proper participation in healthy exercise. The discipline of the school is kind, but firm, and each student is given as much work as he can accomplish consistently with thoroughness and good health.

*The Fitting School is not a reformatory. Incorrigible boys and boys who have been expelled from other institutions will not be admitted. It is asking too much of boarding school authorities to request them to take a boy whose conduct has been such as to warrant the belief that he will be a disturbing element in the life of the school.*

The following are the more important rules for the government of students, obedience to which is firmly enforced:

- Students must not leave the grounds without permission.
- No profane or obscene language is allowed.
- Scribbling on the walls and soiling the floors are forbidden.
- Scuffling and disorder in the rooms are forbidden.
- Hours appointed for study must be strictly observed. During these hours there must be no visiting or wasting of time.
- Card playing is forbidden. A second offense will merit suspension.
- Any student who drinks intoxicating liquors, or engages in hazing, or leaves the grounds when restricted because of demerits, or has firearms in his possession, or is out of his room or off the grounds at night without permission will be sent home immediately. Other offenses will be dealt with as the nature of the cases require.
Study Hall

Students who are not doing satisfactory work and those confined to the grounds for any reason must study in the study-hall with one of the teachers. Any attempt to disturb the order of the study-hall is treated as a serious offense, and persistence in disturbing the order will be punished by expulsion.

List of Things to be Brought

The following articles are suggested: 1 pair blankets, 1 comforter, 1 pillow, 4 sheets (double bed), 4 pillow cases, 12 towels, 6 napkins, hair-brush and comb, tooth-brush, 2 laundry bags, Bible. All linen should be marked with the student's full name.

Expenses

Payments must be made promptly at the appointed times. Patrons must not ask indulgence in this regard. The rate of tuition for the three highest classes is $45.00 a year, for the first class $35.00.

Payments are made in advance as follows:

FIRST DAY OF OPENING.
Second, third and fourth classes, tuition..........................$22.50
First class, tuition.................................................. 17.50

FIRST DAY OF FEBRUARY.
Second, third and fourth classes, tuition..........................$22.50
First class, tuition.................................................. 17.50

Sons of Methodist ministers do not pay full tuition. For them a charge of $15.00 for the three highest classes and $10.00 for the lowest class will be made, one-half of which is to be paid at the opening and one-half on the first day of February. No reduction will be made in case of expulsion, dismissal, suspension or withdrawal. In case of withdrawal on account of protracted illness, a part of tuition will be refunded.

Breakage Fee

A breakage fee of $3.00 will be charged every boarding student to pay for any damage done by them to property. Whatever damage is done will be deducted from this amount; but if there is no damage on his part, the whole of it will be refunded.

Medical Fee

The payment of this fee is optional, though it is suggested that every parent pay it. If as many as thirty boys wish to pay a medical fee, arrangement can be made by which no further charges will be made for the visits of a physician. This does not pay for medicines, consultation, or services of a trained nurse, should any of these become necessary. The fee is $2.00 a session, $4.00 a year.

Board

The charge for board and room rent is $100.00, and for fuel and lights $10.00, making in all $110.00. One-half of the fuel and light fee is to be paid on entrance and one-half on the first day of February. No reduction will be made in this fee for leaving school for any other cause than protracted sickness; but in case of late entrance a reduction will be made. Board and room rent are to be paid in eight equal payments of $12.50. The first payment is on the day of opening, the next on the first day of November, and the other payments on the first of each month thereafter. In case of late entrance, the student begins to pay board and room rent when he enters at the rate of $12.50 a month.

A Word to Parents

For the first few days after your son enters school, whether in September or after Christmas, he will be homesick. In this condition he is dissatisfied and easily yields to a natural inclination to give up and go home. You can materially help him and the school by being firm with him and letting him know that he is to remain at school. When for any reason your son is dissatisfied, take up the matter with the Headmaster and it will be looked after.

Sometimes on request of parents we allow boys to go home.
for a few days. In all such cases we request that parents write
the Headmaster at least a week before it is desired that the
boy be at home. Write to him directly. The reason for this
is that it would sometimes be unwise for a boy to leave his
work at a particular time, and a parent should know this.

Courses of Study

The courses of study are fixed and every student should
take one of the full courses. We sometimes have requests
from parents that their sons be not required to take certain
studies. For reasons which need not be stated here, some-
times we must decline these requests. There are some
studies which a student may choose in preference to others,
but he should always have a full course. If parents will have
their sons fill out fully and accurately the application blank
in this catalogue it will help us very much in grading the
pupils.

English

The course in English is thorough and comprehensive, and
is continued throughout the four years. It is arranged so as
fully to meet the requirements of the leading colleges. Its aim
is to bring to the pupil’s mind a thorough understanding of
the rules and principles which govern easy, forceful and
correct use of the English language. The work in this de-
partment includes the careful study of grammar, rhetoric,
composition, and literature. Throughout the course constant
regard is had to the formation of habits of original thinking
and correct expression. Constant practice in original com-
position is required in the class. In addition to this work, the
student’s attendance in the literary societies affords abundant
opportunity for the attainment of ease and skill in the art of
public debate.

The course in literature is comprehensive. This work con-
sists in the careful study and thorough discussion in the class-
room of selected masterpieces. The pupil is also given a full
course in general literature, selected by the teacher and read
carefully under his direction. The course affords practical in-
struction in the fundamental principles of form and thought,
as illustrated by representative types of prose and verse.

First Year

Intensive Study: Evangeline; Christmas Carol; Robinson
Crusoë; Snow Bound.
Parallel Reading: Wonder Book; Gullivar’s Travels;
Household Tales; Courtship of Miles Standish; Old Testa-
ment Stories in Scripture Language; Hans Anderson’s Stories;
Two Years Before the Mast; Birds and Bees.
Text-Books: Lyte Grammar and Composition; Benson &
Glenn Practical Speller and Definer.

Second Year

Intensive Study: Lays of Ancient Rome; Enoch Arden;
Treasure Island; Tom Brown at Rugby; The Deserted Vil-
lage.
Parallel Reading: Robinson Crusoë; Tom Brown’s School
Days; Last of the Mohicans; Pilgrim’s Progress; Ivanhoe;
Tales from Shakespeare; Snow Bound.
Text-Books: Emerson & Bender’s Modern English, Book
Two; Practical Speller and Definer.

Third Year

Intensive Study: Sketch Book; Lady of the Lake; Essays
on Johnson and Goldsmith (Macaulay); Gareth and Lynette;
Lancelot and Elaine; Shakespeare’s Julius Caesar.
Parallel Reading: Franklin’s Autobiography; Twice Told
Tales; Merchant of Venice; Quentin Durward; Poe’s Prose
Tales; The Alhambra; The Deserted Village.
Text-Books: Scott and Denney’s Elementary Composition
Speller.

Fourth Year

Intensive Study: Macbeth; L’Allegro, Il Penseroso, Comus
and Lycidas; Conciliation With the American Colonies; Mac-
aulay’s Essays on Addison and Milton.
Parallel Reading: Merchant of Venice; Julius Caesar; Sir
Roger de Coverley Papers; Rime of the Ancient Mariner;
Ivanhoe; Carlyle's Essays on Burns; The Princess; The Vision of Sir Launfal; Silas Marner.

Text-Books: Lockwood and Emerson's Composition and Rhetoric or Hill's Principles of Rhetoric.

**History**

The course in history embraces ancient, English, and American History. Besides the regular work done in class, parallel reading is given, upon which the student is examined. The work is so conducted that the student must frequently consult books of reference and advanced histories on the subject he is studying. The lives of men prominent in the particular period of history that the class is studying are assigned for reading and study.

**FIRST YEAR**

Text-Book: Eggleston's United States History.

**SECOND YEAR**


**THIRD YEAR**

Text-Book: Cheney's English History.

**FOURTH YEAR**

Text-Book: Myer's Ancient History.

**German**

The course in German embraces two years. All students must choose between Greek and German in the third year.

**THIRD YEAR**

The work for this year comprises: Drill upon the rudiments of grammar; special emphasis upon pronunciation; daily exercises; the reading of about 100 pages of connected prose.

Text Book: Bacon's German Grammar.

**FOURTH YEAR**

The work will comprise: the reading of about 200 pages of connected prose or poetry; continued drill in grammar; daily exercises in translation.

Text-Book: Thomas's Practical Grammar.

**Latin**

The course in Latin extends over three years. The aim is to drill the student thoroughly in forms, to give him the largest vocabulary possible, and to familiarize him with the simpler rules of Syntax. The Roman method of pronunciation is insisted upon from the first.

**FIRST YEAR**

Pearson's Essentials of Latin.

**SECOND YEAR**

The work of this year is to give the student a thorough knowledge of forms. As an effective means of attaining this mastery, daily oral exercises and blackboard work are used. In the latter part of the year some connected prose is read.

Text-Book: Moulton's Introductory Latin.

**THIRD YEAR**

During the first part of the year there is a thorough review of forms. Four books of Caesar are read. Weekly exercises are given throughout the year. An effort is made this year to give the student a working vocabulary in Latin.

Text-Books: Bennett's Latin Grammar; Bennett's Caesar; Pearson's Latin Prose Composition.

**FOURTH YEAR**

The year is devoted to the study of Cicero. The four Orations Against Catiline, the Pro Archia, and the Pro Manilio Legae are read. In addition, there is advanced Syntax and weekly exercises.

Text-Books: Kelsey's Cicero's Selected Orations; Bennett's Latin Grammar; Bennett's Latin Compositions.

**Greek**

Greek is studied in the fourth year, and the work is a careful study of some book for beginners in connection with the reading of fables, myths, the stories of Greek life. Mythology is studied, and several selections from Plutarch's lives are read in translation. The year is given to Grammar and the Anabasis.

Text-Book: Gleason and Atherton's First Greek Book Anabasis.
Science

The course in Science covers three years—the second, third and fourth. In the second year Physiology is studied. In the third year some modern text book in Physical Geography is studied. The fourth year is devoted to Physics. The work in Physics is both theoretical and practical. Special stress is put upon laboratory work.

Text Books: Tarr’s New Physical Geography; Coleman’s Physiology; Carhart’s & Chute’s Physics for High Schools.

Mathematics

The course extends over four years. In all the different branches effort is made to have the pupils grasp the principles that underlie the subjects studied, to think clearly and logically, and to work accurately.

FIRST YEAR

Text-Books: Sutton & Bruce’s Arithmetic; Wentworth’s First Steps in Algebra.

SECOND YEAR

Text-Books: Sutton & Bruce’s Arithmetic; Wentworth’s New School Algebra.

THIRD YEAR

Text Book: Well’s A Second Course in Algebra.

FOURTH YEAR

Text-Books: Wentworth’s Plane and Solid Geometry, or Durell’s Complete Geometry; Well’s New Plane and Spherical Trigonometry.
Third Class

Abercrombie, F. ................. Greenville, S. C.
Anderson, W. A. ................ Spartanburg, S. C.
AycocK, L. ...................... Darlington, S. C.
Brown, H. L. .................... Brazil
Cabal, Nat. ..................... Spartanburg, S. C.
Cantrell, F. ..................... Greenwood, S. C.
Cason, C. W., Jr. ............... Fairfield, S. C.
Catheart, T. M., Jr. ............. Florence, S. C.
Cook, H. ......................... York, S. C.
Creed, B. W. .................... Spartanburg, S. C.
Creighton, C. R. ................ Spartanburg, S. C.
Cunningham, F. H. .............. North Carolina
Dargan, Wm. .................... Spartanburg, S. C.
WOFFORD COLLEGE

Whitesides, E. L. ........................................ Spartanburg, S. C.
Wilkins, J. R. ........................................ Spartanburg, S. C.
Williams, M. T ........................................ Lee, S. C.
Wilson, A. ........................................ Lee, S. C.
Woodward, H. ........................................ Lee, S. C.

Second Class

Anderson, B. C. ........................................ Spartanburg, S. C.
Box, T ........................................ Spartanburg, S. C.
Byers, E. D. ........................................ Spartanburg, S. C.
Burrell, W. L. ........................................ Spartanburg, S. C.
Carlisle H. ........................................ Spartanburg, S. C.
Clowney, G. M. ........................................ Fairfield, S. C.
Covington, P. ........................................ Marlboro, S. C.
Dillard, R. ........................................ Spartanburg, S. C.
Fitchette, K. F. ........................................ North Carolina
Gibson, C. ........................................ Spartanburg, S. C.
Graham, Geo. ........................................ Spartanburg, S. C.
Graham, John ........................................ Spartanburg, S. C.
Green, H. ........................................ Lee, S. C.
Griffin, I. H. ........................................ Spartanburg, S. C.
Hagood, T. ........................................ Spartanburg, S. C.
Hammond, A. ........................................ Spartanburg, S. C.
Harris, John ........................................ Pickens, S. C.
Hearon, A. ........................................ Lee, S. C.
Herlong, J. ........................................ Saluda, S. C.
Herring, J. ........................................ Spartanburg, S. C.
Hill, T. C. ........................................ York, S. C.
Huckabee, E. ........................................ Marlboro, S. C.
Ingram, P. A. ........................................ Spartanburg, S. C.
Isom, W. ........................................ Greenville, S. C.
Johnson, Robt. ........................................ Spartanburg, S. C.
Johnson, V. ........................................ Spartanburg, S. C.
King, E. ........................................ Darlington, S. C.
Kinsler, W. ........................................ Richland, S. C.
Lachicotte, E. ........................................ Georgetown, S. C.

Lytle, F. ........................................ Spartanburg, S. C.
Neighbour, Chas. ........................................ Spartanburg, S. C.
Price, C ........................................ Spartanburg, S. C.
Rice, M. ........................................ Barnwell, S. C.
Rogers, C ........................................ Marion, S. C.
Rowland, W. M. ........................................ Florida
Sams, H. ........................................ Spartanburg, S. C.
Segars, W. J. ........................................ Chesterfield, S. C.
Smith, B ........................................ York, S. C.
Smith, L ........................................ Lee, S. C.
Southern, S ........................................ Spartanburg, S. C.
Taylor, John ........................................ Barnwell, S. C.
Thomas, R ........................................ Marion, S. C.
Thomason, F ........................................ Spartanburg, S. C.
Thompson, B. T ........................................ Dorchester, S. C.
Turner, G. ........................................ Spartanburg, S. C.
Turner, H ........................................ Spartanburg, S. C.
Vaughan, J. B. ........................................ Spartanburg, S. C.
Way, G. B ........................................ Dorchester, S. C.
Weber, B ........................................ Spartanburg, S. C.
Whitmire, T. D. ........................................ Oconee, S. C.
Woodham, A. L. ........................................ Lee, S. C.

First Class

Burnett, E ........................................ Spartanburg, S. C.
Collins, J ........................................ Spartanburg, S. C.
Codd, Jas ........................................ Spartanburg, S. C.
Green, C ........................................ Spartanburg, S. C.
Harley, H ........................................ Spartanburg, S. C.
Hutto, Robt ........................................ Spartanburg, S. C.
Johnson, John ........................................ Spartanburg, S. C.
McCary, H. E ........................................ Williamsburg, S. C.
McCray, Jno. D. ........................................ Spartanburg, S. C.
Reid, G ........................................ Spartanburg, S. C.
Rich, Jno ........................................ Williamsburg, S. C.
Ross, E ........................................ Spartanburg, S. C.
Sams, P ........................................ Spartanburg, S. C.
**CARLISLE FITTING SCHOOL**

*Bamberg, S. C.*

---

**J. C. Guilds, Headmaster.**

The Carlisle Fitting School will re-open September, 1911, and, through the appropriation of the last annual conference, under the most auspicious circumstances in its history. This appropriation supplies a long-felt need, and the school can now move forward with improved equipment, stronger faculty, and in every way prepared for more efficient work.

**The Plant**

The school property is an excellent one; situated on a large campus in the choice section of the flourishing town of Bamberg. The main building is a two-story, modern, brick structure, affording a large auditorium, music room, recitation rooms, library, gymnasium, and two literary society halls. On the campus also are two separate dormitories for boys and girls and the home of the Headmaster.

**Course of Instruction**

The new Faculty are determined that the school shall do the great work for which it was created—properly train boys and girls for college courses. With this in view, a course of instruction has been mapped out in accord with the requirements of the Association of Colleges and Preparatory Schools of the Southern States. This means that when this course of study is completed the student will have complied with the entrance requirements of any institution of the South. Wofford College, with its raised standard and increased entrance requirements, feels the need of a school to train prospective students in the southern part of the State, and, in a more general way, to be a stimulus to the ideals of scholarship which it is striving to create and maintain.


Special Students

A regular four-year course of instruction will be given, but special provision will be made for any students who may not be prepared for these classes.

Number Limited

The number of boarding students which the school can receive is limited. Comfortable accommodations for forty-five boys and thirty girls can be provided. This limited number of students gives the advantage of having the close oversight of members of the Faculty, and makes it possible for the Faculty to give each student special and individual training.

Expense

The expenses have been placed at the very lowest figure consistent with good work. $150.00 pays for board, tuition, room rent, fuel, lights, and all regular fees.

Write for further information to the

HEADMASTER,
Bamberg, S. C.
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