1922

Wofford College Catalogue, 1921-1922

Wofford College. Office of the Registrar

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WOFFORD COLLEGE
SIXTY-EIGHTH YEAR

CATALOGUE 1921-1922

ANNOUNCEMENTS
1922-1923

1922:
BAND & WHITE, PRINTERS
SPARTANBURG, S. C.
### Board of Trustees

J. Lyles Glenn (1889), President
Chester, S. C.

Rev. James W. Kilgo, D. D. (1906)
Upper S. C. Conference

Henry P. Williams (1901)
Charleston, S. C.

B. Hart Moss (1903)
Orangeburg, S. C.

H. B. Carlisle (1907)
Spartanburg, S. C.

Rev. F. H. Shuler (1910)
S. C. Conference

W. F. Stackhouse (1910)
Marion, S. C.

Rev. D. M. McLeod, D. D. (1910)
S. C. Conference

S. C. Conference

A. M. Chreitzberg (1914)
Spartanburg, S. C.

John A. Law (1914)
Spartanburg, S. C.

Rev. George C. Leonard (1914)
Upper S. C. Conference

J. B. Humbert (1918)
Anderson, S. C.

### Alumni Association

T. Frank Watkins, '02
President

A. G. Rembert, '84
Secretary and Treasurer
The Session is divided into three Terms, with no intervening vacation.
The First Term begins on Thursday, September 21. New students and those having deficiencies to make up are required to report the Tuesday preceding for examination and classification.
The Session closes on the first Monday in June.

Holidays
Founder's Day, October 19.
Thanksgiving Day.
Ten days at Christmas.
Washington's Birthday.
Dr. Carlisle's Birthday, May 4.

Literary Societies and Class Functions
Oratorical Contest, February 22.
Sophomore Exhibition, second Monday in April.
Freshman Declamation, second Monday in May.
Junior Debate, Friday, June 1.
Alumni Day, Saturday, June 2.
JAMES ALBURN CHILES, M. A., Ph. D.
Professor of Modern Languages

GEORGE R. F. CORNISH, A. B.
Captain Infantry, U. S. A.
Professor of Military Science and Tactics

REV. ARCADIUS McSWAIN TRAWICK, A. B., B. D.
Professor of Religious Education

EDWARD HAMPTON SHULER, B. S.
Assistant Professor of Applied Mathematics

JOHN WEST HARRIS, Jr., A. B., A. M.
Assistant Professor of English

JOHN LEONARD SALMON, A. M.
Assistant Professor of Modern Languages

JOHN P. MAJOR
Director of Athletics

FURMAN WALKER HARDEE, B. S.
Captain Infantry, U. S. A.
Assistant Professor of Military Science and Tactics

WILLIAM B. H. CAMPBELL
Sergeant, U. S. Army
Assistant in Military Science and Tactics

Laboratory Assistants in Chemistry
R. A. PATTERSON
T. J. HERBERT
Faculty Committees, 1922-23

Religious Work
C. B. Waller
A. M. Trawick
J. G. Clinkscales
A. M. DuPre
A. G. Rembert

Entrance, Courses of Study, Records
A. M. DuPre
J. A. Chiles
D. D. Wallace

Loan Funds
D. A. DuPre
J. G. Clinkscales
J. K. Davis

Carlisle Hall
E. H. Shuler
C. B. Waller
G. R. F. Cornish
A. M. DuPre

Lecture
J. A. Gamewell
H. N. Snyder
W. L. Pugh
J. W. Harris

Athletics
C. B. Waller
A. M. DuPre
E. H. Shuler
H. N. Snyder

Library
D. D. Wallace
J. A. Gamewell
J. A. Chiles

Schedules
A. G. Rembert
J. A. Chiles
J. W. Harris

Literary Societies,
Public Functions, Etc.
D. D. Wallace
W. L. Pugh
J. W. Harris

Publications
W. L. Pugh
J. W. Harris
J. L. Salmon

Military Committee
G. R. F. Cornish
D. D. Wallace
J. L. Salmon
F. W. Hardee

Discipline Committee
A. M. DuPre
H. N. Snyder
D. D. Wallace

Catalogue and Advertising
J. A. Gamewell
D. D. Wallace
J. A. Chiles

Wofford College

I. Historical

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 period during the Civil War it was not above the grade of a classical school. At the close of the war, college classes were again organized.

The donation of Benjamin Wofford was exceptionally large at the time it was 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, and they were meeting with a large and gratifying success when interrupted by the War Between the States, 1861-65. In the general wreckage of the war the endowment was swept away, leaving to the College only its grounds and buildings. The South Carolina Conference, however, liberally made arrangements to meet the emergency, and by an annual assessment kept the College from closing its doors. This assessment has been increased from time to time as the needs of the College required, and has become a fixed source of income. In the meantime, since 1870, efforts have been made to restore and add to the endowment, and through the liberality of our people the resources and endowment have been steadily increasing.
Contributions are invited from all who wish to serve the great cause of Christian education. These contributions may take the form of direct gifts for either special or general purposes in any amount, or of annuities by which the College pays an agreed-on interest on funds which subsequently revert to it, or of legacies. The following form of legacy may be used:

"I give and devise to Wofford College, located at Spartanburg, S. C., the following real estate, to-wit: (Here describe real estate, as to kind, quality, and location.) I also give and bequeath to said College the sum of $_____________ dollars ($__________), and the following bonds or stocks."

II. Location and Surroundings

The College is located in the city of Spartanburg, a growing city of approximately 25,000 inhabitants, sixty-nine miles southeast of Asheville, N. C., with an altitude of nearly 1,000 feet above sea level, possessing an unusually healthful and bracing all-year-round climate and health conditions unsurpassed in the South. Spartanburg has also been long noted as a community with an excellent social, intellectual and religious atmosphere. Though a modern commercial city, it still retains the cultural advantages of an old college community, offering from time to time opportunities for entertainments that make for the highest refinement—music by the best musicians and lectures by men and women of large achievement and world-wide reputation.

The College campus is a high, well-drained hill and consists of about sixty-five acres. It is a park of unusual natural beauty, and is amply shaded by noble trees of pine, oak, and elm. Few visitors to the Wofford campus ever forget the quiet charm of nature's contribution to what constitutes the "atmosphere" of the College.

III. Buildings

This is the oldest building on the campus, and was completed in 1854. For forty years it was the "College," and is still what all students think of when they think of Wofford. Architecturally, it is an imposing structure of singular beauty, dignity, and distinction, and few academic buildings anywhere produce a finer impression of noble appropriateness. In this building are the administrative offices, the chapel, and the lecture rooms of all departments except the scientific departments.

The 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 South Carolina Light, Power and Railways 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 generous donation of Miss Julia V. Smith in 1907 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. To Miss Smith's donation, Mr. E. L. Archer,
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of the class of 1871, added $10,000, in order that the building might be adequate to the uses of 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. 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 books and the comfort and convenience of the readers.

This building was completed in 1902, and named for Mr. W. E. Burnett, of the class of 1876, the largest contributor and the most energetic worker for its erection. While the growth of the College has been such as to render this building inadequate to meet its present needs, it is still serviceable for various forms of indoor sports and exercises. It is a part of the plans of the College to erect in the immediate future a modern building which will meet every requirement of indoor physical training, and also be so constructed as to be the center of all student activities.

A modern dormitory, with every facility for convenience and comfort—electric lights, hot and cold water, shower baths and steam heat. It has a room capacity for 175 students and dining room capacity for 225. It is an imposing structure of red brick, tile roof, and terra cotta and limestone trimmings, and was erected in 1911 with funds contributed largely by the citizens of Spartanburg, and named in honor of Dr. James H. Carlisle, president from 1875 to 1902, and one of the most beloved and honored teachers the State ever produced. In 1918, Mrs. Ann Jeter, of Union, S. C., died and left a legacy of $5,000 to the College. With this amount as a basis one of the campus cottages was

remodeled and adapted to infirmary purposes—specifically to take care of mild cases of illness and of contagious cases. It has a capacity of twenty, and so far has met every need. Cases of extreme illness are transferred to the Spartanburg General Hospital for treatment.

The Fitting School buildings is located the plant of the Wofford College Fitting School. It consists of a group of three buildings facing North Church Street—Recitation Hall and two dormitories. The Fitting School is a high-grade four-year college preparatory school, and has a capacity for 125 boarding pupils.

IV. Admission Requirements for the Session of 1922-23

Wofford is a member of the Southern Association of Schools and Colleges and its requirements for entrance are, therefore, the requirements of the Association.

No student will be admitted to the Freshman Class unless he presents 15 units, either by certificate or by examination, or by both certificate and examination. Of the 15 units presented 9½ or 10½ must be as follows: English Grammar, Composition and Rhetoric, and Literature, 3; Algebra through Quadratics, 1½; Plane Geometry, 1; American History, 1; one Foreign Language, 3; or any two Foreign Languages, 2 each. The units necessary to make up the 15 may be presented in Mathematics, English, History, Foreign Languages or Science.

Students will be admitted on certificate from schools accredited by the State High School Inspector, by the Southern
Commission on Secondary Schools, by the Association of College Presidents of the State, and by a Committee of the Faculty.

Students who for some reason cannot present certificates for admission, but who have covered the ground for admission, will have an opportunity to take an examination. The examinations will be given during the first two days before the formal opening. Students from High Schools will be admitted to advanced standing only upon examination.

Students who are twenty years of age and over, and who may not wish to take full work leading to a degree, will be admitted as special students to classes for which their preparation is sufficient.

I. English—3 Units
1. Advanced English Grammar—1 unit.
2. Rhetoric and Composition—1 unit.
3. Literature—1 unit.

II. Mathematics—3½ Units
1. College Algebra:
   (a) To Quadratics—1 unit;
   (b) Quadratics through Progressions, etc.—1 unit.
2. Plane Geometry—1 unit.
4. Trigonometry—½ unit.

III. Latin—4 Units
1. Grammar and Composition—1 unit.
2. Caesar—four books of the Gallic War—1 unit.
3. Cicero—six orations, or the equivalent—1 unit.
4. Virgil—six books of The 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 continued, as any other language, for two years.

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

VI. Spanish—2 Units

VII. German—2 Units
1. Elementary Grammar, and at least 125 pages of approved reading—1 unit.
2. Grammar, and at least 200 pages of approved reading—1 unit.

VIII. History—5 Units (4 units may be accepted)
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. Mediaeval and Modern European History—1 unit.

IX. Science—7½ Units (4 units may be accepted)
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.
   This course is the same as in Botany.
6. Physiology—½ unit.
7. Commercial Geography—1 unit.
8. Agriculture—1 unit.

V. General Information

EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for the year</td>
<td>$60.00</td>
</tr>
<tr>
<td>Matriculation for the year</td>
<td>20.00</td>
</tr>
<tr>
<td>One-half of the above fees is payable at the beginning of the session, and the other half February 1st.</td>
<td>$5.00</td>
</tr>
<tr>
<td>Laboratory (for each course)</td>
<td>7.50</td>
</tr>
<tr>
<td>Diploma fee</td>
<td></td>
</tr>
<tr>
<td>Board with families (without room)</td>
<td></td>
</tr>
<tr>
<td>from $25.00 to $35.00 a month</td>
<td></td>
</tr>
<tr>
<td>Board in Carlisle Hall, including meals, room, light, heat for the year, payable in installments of $22.00 each on entrance and thereafter on the fifteenth day of each month in advance, to and including April 15th</td>
<td>$176.00</td>
</tr>
<tr>
<td>Medical fee, required of all out-of-town students</td>
<td>10.00</td>
</tr>
</tbody>
</table>

No rebate in board will be allowed except in case of permanent withdrawal from college, or except in case of as much as two weeks absence at home on account of sickness. A breakage fee of $3.00 is required of all students in advance. Students must bring their own pillows, towels, table napkins, and bed clothing. The beds are single beds.

This fee includes the privileges, without additional cost, not only of medical attention, but also of hospital service in case of prolonged illness and of surgical operation when necessary.

STUDENT ACTIVITIES FEE, $20.00

Students undertake each year by co-operative effort various activities—literary, social, and athletic. These activities are an essential part of College life, and have considerable educational value. They have been heretofore supported by voluntary contributions, or by the method of class and student body assessments. After carefully considering the matter, however, the authorities of the College have come to the conclusion that they can be more economically and efficiently managed and at the same time their benefits brought within the reach of all the students by requiring a fee wholly devoted to this purpose. This fee will be known and administered as the “Student Activities Fee,” and the amount is $20.00—$10.00 to be paid in September, and $10.00 in February. This secures to each student, without additional cost, participation in the following activities undertaken by the students themselves:

1. One copy of the College Annual.
2. Class and team pictures and write-ups in the Annual.
3. Class functions—literary, social, and athletic.
4. Membership in the Y. M. C. A.
5. Lyceum tickets.
6. Admission to athletic games.

In view of this fee, no assessment by classes or by student body can be made except by special permission of the Faculty.

FINANCIAL ADMINISTRATION

PAYMENT OF FEES

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 insti-
tution; 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 re-
quirement 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 Treas-
urer 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—and 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 arrange-
ments 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 all other fees. Ministerial students are re-
quired to give notes for their tuition, which are canceled when
they enter upon the active work of the ministry.

SCHOLARSHIPS
The Orangeburg Alumni Association
Scholarship, established by the local alumni
of Orangeburg County, S. C.
The James William Stokes Scholarship.
The Sims-Lyles-Dawkins-Martin Scholarships, established
by Mr. and Mrs. T. P. Sims, of Spartanburg, paying the Col-
lege fees of two orphan boys from Spartanburg, Union, or
Fairfield County.
The John W. Humbert 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, of Atlanta,
Georgia.
Coleman Loan Fund, given by William Coleman, Esq.
Coke Smith Loan Fund.
W. E. Lucas Loan Fund.
Henry P. Williams Loan Fund.
H. C. Bethea Loan Fund.
Mr. and Mrs. T. J. Jordan Loan Fund.
Chas. T. Hammond Loan Fund.
Edwin Welling Loan Fund.
Mary Watts Loan Fund.
F. W. Sessions Loan Fund.
Rev. A. J. Stafford Loan Fund.
Rev. W. B. Wharton Loan Fund.
The George W. Wannamaker, Jr., Loan Fund.
The T. B. Stackhouse Loan Fund.
Rev. J. W. Humbert Loan Fund.
Bland Connor Memorial Loan Fund.
George Williams Walker Loan Fund.
John W. Truesdale Loan Fund.
Rock Hill District Loan Fund.
Class 1905 Loan Fund.
R. L. Kirkwood Loan Fund.
Special Loan Fund.
Jackson Loan Fund.
Benjamin Rice Rembert and Arthur Gaillard Rembert
Loan Fund.
Warren DuPre Loan Fund, given by the Rotary Club of
Spartanburg.
Bethel Church (Spartanburg) Loan Fund.
J. N. Bethea Loan Fund.
Euphrosia Ann Murph Loan Fund.
J. D. Hammet Loan Fund.
Class 1880 Loan Fund.
H. W. Ackerman Loan Fund.
D'Arcy P. Wannamaker Loan Fund.
Shandon Epworth League 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 lent, 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. The Faculty will insist that the beneficiaries of these funds shall be worthy in scholarship, character and conduct.

STUDENT OPPORTUNITIES AND ACTIVITIES

College life with its various interests and activities offers unusual opportunities for the development and the enrichment of the personality of the student, for training him in a sense of responsibility, for discovering his capacity for leadership, and helping him to realize the value of effective co-operative effort toward common ends. The many and various voluntary activities in which students engage are, therefore, not to be regarded as mere side-lines to the main purpose of the College but as essential elements in this main purpose—the making of clear-headed men of strong character, who know how to express themselves intelligently, serviceably, co-operatively, and with high moral ideals in the practical affairs of life. In so far as they contribute to this important end, student activities are encouraged and sympathetically directed by the Faculty. This means, in a word, that the aim of the College is to develop and apply the educational values in those interests that appeal so strongly to students.

RELIGIOUS OPPORTUNITIES

Wofford College is a Christian College. It strives to place religion as the central motive of its purpose as an institution, and to create an atmosphere congenial to the development of Christian character. This it seeks to do both by general influence and direct instruction and training. It insists that the members of the Faculty shall be men of approved piety and co-operate sympathetically in maintaining and developing the religious life of the campus. In the matter of direct instruction it offers required courses in the study of the English Bible and conducts a department of Religious Education and Training. In their own special religious activities the students receive from the Faculty every possible encouragement and guidance.

CHAPEL

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 so many years, until their expanding work made necessary their moving into the present larger quarters.

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 place, in getting baggage up, and in any other ways that the student may need assistance.

LIBRARY AND READING ROOM

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, a number of 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 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 22,495.

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.

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 College work.

DONATIONS TO LIBRARY: During 1921-22 the following donations were made to the Library: Mr. John Spargo, 1 book; Mr. H. L. Duncan, 4 books; Mr. James Roscoe Day, 1 book.

BISHOP DUNCAN'S LIBRARY: The remarkable collection of books assembled during a long life-time, enriched by wide and discriminating reading, by the late Bishop Duncan, was 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 practically 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.

THE DAVID DUNCAN COLLECTION: Professor David Duncan was the first professor of classical languages at Wofford College. At his death in 1879 he left his library to the College. This is a remarkable collection of over 1,000 volumes of clas-
sical literature and interpretation and covers almost the whole
field of Greek and Roman letters, being in most cases the best
and most scholarly editions.

THE HERMAN BAER COLLECTION Dr. Herman Baer, of Charleston, S. C.,
an alumnus of the class of 1858, bequeathed
to the College complete bound sets of a number of the leading
American magazines and reviews, thus making an unusually
valuable addition to the Library.

THE WARREN DuPRE COLLECTION Mr. Warren DuPre, of the class of 1878,
left a legacy of $500 to his Alma Mater.
This was increased by a gift from his widow, Mrs. Carrie
Duncan DuPre, of $500, and the $1,000 was applied to the pur-
chase of books to be known as the “Warren DuPre Memorial
Collection.” The books so far purchased are in the field chiefly
of modern American Literature, and consist of approximately
600 volumes.

THE ROBERT T. FLETCHER COLLECTION Robert T. Fletcher was a member of
the class of 1916, and lost his life as a
soldier of his country in France in 1918.
The Sunday School class of Pine Grove Methodist Church,
Marlboro County, of which he was a member, collected a sum
of money and sent it to his Alma Mater in the form of a Me-
morial Fund. It was decided to use it as a basis for starting
a collection of books on various aspects of the Great War, to
be known as the “Robert T. Fletcher Collection.”

THE J. THOMAS PATE COLLECTION In 1902, J. Thomas Pate, an alumnus of the College, died and bequeathed his library
to the College. It is a valuable collection of some 858 volumes
of theological and general literature and stands as a memorial
to the honored donor.

READING ROOM The College maintains an excellent Read-
ing Room, which is provided with a repre-
sentative assortment of about fifty magazines and newspapers.
The following list includes all except a number of county
papers: Annals American Academy of Political and Social
Science, Atlantic Monthly, Century, Charleston News and
Courier, Charlotte Observer, Christian Advocate (Nashville,
Tenn.), Christian Advocate (N. Y.), Columbia State, Collier’s,
Contemporary Review, Current History, Educational Review,
History, Literary Digest, Living Age, Methodist Review
(Nashville), North American Review, Nation, National Geo-
ographical Magazine, New York Times, Nineteenth Century and
After, Outing, Outlook, Physical Culture, Political Science
Quarterly, Popular Mechanics, Popular Science Monthly,
Readers’ Guide to Periodical Literature, Review of Reviews,
Scientific American, Scientific Monthly, Scribner’s, Sewanee
Review, Social Hygiene, South Atlantic Quarterly, South Caro-
ilia Historical and Genealogical Magazine, Southern Christian
Advocate, Southern School News, Spartanburg Herald, Spar-
tanburg Journal, Spectator, World’s Work, Youth’s Com-
panion, Missionary Voice, Missionary Review of the World,
The International Review of Missions, The World Outlook,
Current Opinion, Journal of Philosophy, American Magazine,
American Economist, American Economic Association pub-
ications, Southern Sociological Congress publications. The
Survey.

To the privileges of this room all students are admitted.
This has become one of the most popular and helpful educa-
tional 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.

STUDENT ORGANIZATIONS

LITERARY SOCIETIES The Calhoun, Preston, Carlisle and
Snyder Literary Societies meet every Fri-
day night in their well-furnished halls for improvement in
declamation, composition, and debate. Their orderly manage-
ment 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 authorities in enforcing the rule that every student, on entering College, shall connect himself with one of them.

**THE STUDENT BODY ORGANIZATION**

The entire student body is organized under appropriate officers, and meets once a month. It takes into consideration matters of common student interest such as social functions, athletics, publications, the enforcement of the “Honor System” in its application particularly to fairness on examinations and hazing in any form, which is forbidden by College rules.

**THE CARLISLE HALL SELF-GOVERNMENT ORGANIZATION**

Those students who room and take their meals in Carlisle Hall have organized themselves into a self-governing association, for the protection of the property and the maintenance of order and proper standards of gentlemanly conduct. The purposes of the organization and its rules and regulations are carried out by an Executive Committee elected by the students. This committee has the co-operation of the Faculty through a standing Faculty Committee.

**THE WOFFORD COLLEGE COUNCIL**

The Council is made up of the President of the College, ex-officio Chairman, a member of the Faculty elected by the student members of the Council, Vice-Chairman, and certain officers of each student organization. The Council meets monthly and considers in an advisory way all the activities of the campus. It also serves as a kind of connecting link between the Faculty and the students and their interests, thus enabling each to co-operate in a more intelligent way—the students among themselves and the Faculty with the students.

**THE DEBATE COUNCIL**

This is a special group composed of members of the Faculty and students whose business it is to look after the important matter of intercollegiate debating. Representatives of Wofford enter into debate contests with other colleges, and the Council has in charge not only the arranging of these contests but also the election and training of the debaters.

**THE FORENSIC CLUB**

The Forensic Club is a group of students who are especially interested in debating current questions. They meet regularly, and under the direction of the Professor of English receive training in the art of debate.

**THE INTERNATIONAL RELATIONS CLUB**

In view of present world conditions and the necessary relation of our own country to them, a number of students, under the leadership of a member of the Faculty, have organized themselves into a club for the better understanding of these conditions. The members of the club undertake to do special reading upon various aspects of international relations, bring important lecturers to the College, and meet every two weeks for an hour's discussion.

**THE WOFFORD COLLEGE GLEE CLUB**

There is an organization known as the Wofford College Musical Association. From this Association there is selected each year a group of about twenty students whose musical ability is such as to fit them for membership on the Glee Club. The Club is specially trained by a competent director, and makes an annual concert tour throughout the State.

**GREEK LETTER FRATERNITIES**

Fraternities are permitted, but under rules and regulations adopted by the Trustees of the College. The influence of a Fraternity depends upon how faithful its members are to its best ideals. If they are true to these ideals their fraternity may make a wholesome, helpful contribution to their college life. The purpose of the regulations of the Board of Trustees is to assist the fraternities in making such a contribution.

**STUDENT PUBLICATIONS**

**THE OLD GOLD AND BLACK**

This is a weekly periodical edited and conducted by the students. It keeps the record of the news and happenings of the campus, together with editorial comment and interpretation of matters of special interest of students.
THE WOFFORD COLLEGE JOURNAL and is a monthly magazine intended to represent the best intellectual life of the student body. Besides its editorial department, the material in it consists of essays on serious topics, stories, and poems, and the method of treatment is literary in character.

THE BOHEMIAN is a handsome illustrated volume gotten out annually at the close of the year by the Senior Class. It is a history of the class itself throughout its entire college course, and a complete record of all student activities and achievements for the current year—literary, oratorical, athletic, social, and religious—and the illustrations include photographs of various groups and college organizations and pictures of campus scenes and buildings. The Bohemian is considered an exceedingly valuable contribution to students' interest in their college experiences.

All these publications afford to those students who have special aptitudes for such matters excellent training in journalism as well as in business management, and they are not only encouraged by the Faculty but are also directed by a special committee of the Faculty in their work.

PHYSICAL TRAINING AND ATHLETICS

Long experience and the newer understanding which modern science has brought, emphasize the necessity of physical training for the health of the body and the proper functioning of the mind. In particular young men of college age need regular, systematic, and reasonably strenuous exercise. The College, therefore, requires of every student at least three hours of physical training a week, and no one will be exempted except on the basis of a written certificate of the College physician. The exercises at present required and given under the direction of an officer of the regular army are the "Mass Athletics," which the United States government found so useful in the physical development of the army during the war. The particular value of this form of exercise is that the student may continue it through life without the need of apparatus of any kind.

Students who belong to the R. O. T. C. unit are excused from these requirements. Also students who belong to regularly organized tennis clubs, or to intercollegiate teams, football, basketball, baseball, or track, are excused from the classes in physical training during the time of their actual preparation for and participation in intercollegiate sports.

COMPETITIVE AND INTERCOLLEGIATE SPORTS

Contests between classes in football, basketball and baseball are encouraged not only for their physical value but also for the class spirit which is developed by the friendly rivalry between classes. Moreover, inasmuch as those students who are on the regular college teams are excluded from the class teams, opportunity is thus given to large additional groups of students to share in some one or more of the organized major sports.

Intercollegiate athletics is recognized as an important part of college life at Wofford, and on account of its educational values—mental, moral and physical—the authorities of the College give every reasonable encouragement and direction. They are in thorough sympathy with clean college athletics, and are only opposed to those influences which tend to commercialize and professionalize it, believing that high amateur standards must be maintained if intercollegiate athletics shall continue to be the sport of gentlemen and not lose those important educational values that make it worthy of the cooperative support of students, Alumni and Faculty.

To these ends the Wofford College Athletic Association, made up of representatives from the Faculty, the student body, and the Alumni, is committed. A physical director is employed for all the major sports, and he is given the assistance of competent special coaches. The College is a member of the Southern Intercollegiate Athletic Association and of the South Carolina State Athletic Association, and conforms its standards to the rules and requirements of these two associations.

In 1919-20 the citizens of Spartanburg raised approximately $30,000.00, which was applied to the erecting of concrete
grandstands and the general remodeling of the athletic grounds. Beneath the grandstand is a club house, equipped with plumbing, including shower baths of hot and cold water. The improved grounds have been called the "Snyder Field" in honor of President Snyder.

PRIZES AND MEDALS

Each of the four literary societies offers special medals to its members who excel in various forms of literary effort.

The College Journal offers three medals annually, one for the best poem, one for the best essay, and one for the best short story appearing in the Journal during the year.

The R. E. Stackhouse Medal

Dr. R. E. Stackhouse to the member of the Sophomore Class showing the most excellence in declamation. The contest for this medal is held in the spring of each year.

The Jonas P. Gray Medal

Mr. J. P. Gray, of the class of 1897, to the member of the Freshman Class who is selected as the best declaimer in a contest held in the spring.

The B. Hart Moss History Prize

This is a cash prize offered by Mr. B. Hart Moss, of the class of 1883. It is given to that student of the department of History who writes the best essay on an historical subject approved by the Professor of History.

The Alumni Medal

This is a medal endowed by the Alumni of the College, and is conferred biennially upon the student doing the best work in the department of Science.

The College Oratorical Medal

This medal is contested for by two representatives from each of the four literary societies. The winner represents Wofford in the State Intercollegiate Oratorical Contest, held at Greenwood, S. C., in April of each year.

Wofford College Lyceum


The Lyceum furnishes the opportunity of enjoying high class musical entertainments and of hearing men who loom large in the public eye as leaders of both thought and action. It has been of great service to the students in refining their taste and broadening this interest. It has become a fixed element in the general educational activities of Wofford.

VI. Courses of Study, Organization of Classes, and Rules Governing Examinations and Participation in Public Functions

Wofford College is distinctly a College of Liberal Arts and Sciences, and its courses of instruction are primarily arranged to offer the opportunities for what is generally meant by the phrase "a liberal education."

Courses are offered in 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; Department of Religious Education.
It is clear, however, that such combinations can be made from these courses as will lead not only to the Bachelor’s degree and furnish the fundamentals of a liberal education, but also to special preparation for the pursuit of the important professions—medicine, law, engineering, theology, and education. For example, the following combinations will be accepted by the leading medical colleges as a “Pre-medical Course”:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, two years</td>
<td>7</td>
</tr>
<tr>
<td>One Modern Language, two years</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics, one year</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry, two years</td>
<td>8</td>
</tr>
<tr>
<td>Biology, one year</td>
<td>4</td>
</tr>
<tr>
<td>Physics, one year with Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Total session hours: 35

The table on page 60 gives a condensed statement of the requirements for graduation. It will be noted that the courses required of all students for the A. B. degree are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, three years</td>
<td>10</td>
</tr>
<tr>
<td>English Bible, three years</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics, one year</td>
<td>5</td>
</tr>
<tr>
<td>Two Foreign Languages, two years each</td>
<td>14</td>
</tr>
<tr>
<td>Physics, one year</td>
<td>3</td>
</tr>
<tr>
<td>One other Science, one year</td>
<td>3</td>
</tr>
<tr>
<td>Ethics, one year</td>
<td>1</td>
</tr>
</tbody>
</table>

Total required hours: 41

Elective hours: 26

Total hours required for degree: 67

1. New students must present themselves two days before the opening of the session, for the purpose of classification, to the chairman of the Entrance Committee. Students who do not bring satisfactory certificates from approved schools will be required to stand entrance examinations. Students from our Fitting Schools at Spartanburg and Bamberg will be admitted to the Freshman Class, without examination, upon the certificate of the Headmaster.

2. All students must register on the opening day of the session.

3. No student may register without permission from the Entrance Committee.

3a. The Entrance Committee will at registration assign only the normal number of hours to each student. If a student wishes to take extras, he must make written request for the same at the time of registration and the committee will act on this request by the end of the first college week.

4. A student who fails in any term course will be required to repeat the term in that course in class at the earliest opportunity.

5. A student with five or more term failures will not be promoted to the next higher class, although he may take such work with that class as the Entrance Committee deems advisable.

6. At the time of registration every student, both old and new, must present his schedule of studies to the chairman of the Entrance Committee, and for ten days following this no change may be made in the course without permission of the Entrance Committee.

7. No student may take an extra study without the permission of the Entrance Committee.

8. No student may drop a study without permission of his professor, and the professor will first get permission of the Faculty before allowing the student to drop the study.

(Attention is called to this paragraph.)

Patrons of the College are earnestly requested to take care that all students shall be present on the opening day of the session when the classes are 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 frequently find themselves hopelessly behind, and are thus forced to drop into lower classes. The whole year may easily be lost in this way.

RULES GOVERNING EXAMINATIONS, ABSENCES, AND PARTICIPATION IN PUBLIC FUNCTIONS, ETC.

I. The standard of scholarship for passing in any course is 70.

II. Regular Term Examinations.—Regular term examinations are held during the last week of each term. No professor is allowed to hold his class on the day before the examination for that class begins in the three regular term examination periods.

III. Re-examinations.—1. A student who fails in a regular term examination may, at the discretion of the professor, have one, and only one, re-examination. In case of failure in re-examination the student must repeat the work of the term in class.

2. The periods of re-examinations are: (a) Tuesday and Wednesday before the opening of the session in September. (b) The afternoon of the second, third, and fourth Saturdays after the regular first and second term examinations. (c) During the summer vacation at the discretion of the professor. But Seniors may be re-examined between the conclusion of their last regular term examination and commencement.

3. A student must stand his re-examination at the first opportunity, unless allowed to defer it by the Faculty on the recommendation of the professor. Otherwise he must repeat the work of the term in class.

4. A student may stand re-examination at the time of a regular term examination on the same portion of the same text in the same subject, if the professor approves.

5. 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.

IV. Entrance Examinations.—Entrance examinations are held on Tuesday and Wednesday before the opening of the session in September.

V. Special Examinations.—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; but a student having a public function shall have one opportunity to make up a failure on a regular term examination in time to allow him to qualify for his public function.

For any special examination the professor will assign a period that does not interfere with the student’s regular class work.

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

VII. When a student falls back in a subject, he must pass the examination in the subject for the term that he is repeating, although he formerly may have passed the examination for that term.

VIII. Absences from Class Work.—A student absent two times in one term from a class that meets twice a week, or three times in one term from a class that meets more than twice a week, is required to do additional work, his record being “failure” until the work assigned has been done satisfactorily.

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

X. No student who has been absent eight times from the Gymnasium or Physical Training Class may appear in any public function, collegiate or intercollegiate, unless he is in full standing in his regular work. This does not apply to extra courses.
But Junior debaters at Commencement are not excluded on account of failure on one examination at the immediately preceding term examinations.

No student may participate in such functions whose name has not been previously presented to the Faculty by the President and eligibility for the function in question determined by the Faculty. This rule does not apply to participants in athletic functions, whose names shall, as heretofore, be presented for determination of eligibility by the chairman of the Faculty Committee on Athletics.

XII. No student who carries back work after the regular first term examination period may take part in any *public function of the College.

XIII. No student may appear on any public function during the term in which he has dropped a regular study.

XIV. No student may appear in Glee Club or athletic functions who is not up for the current year on at least twelve hours of College work.

XV. By November 5th of each year reports will be sent to the parents of all Freshmen and Sophomores on the work covered up to November 1. Reports may also be sent to parents of the upper classmen when the Faculty think it advisable. In order to find out the standing of the students, the Faculty may give tests.

XVI. No student may leave the city without the permission of the President or the Dean. Each request to be absent must be stated in writing, and the time of departure and return must be stated.

HAZING

All students, before they enter, will sign the following pledge not to haze:

I, ____________________________, having been informed of the rule against hazing, do hereby pledge on honor that I will not engage in hazing in any form during my connection with Wofford College.

*The term "public function" does not apply to Presiding Officer, Secretary, or Marshal. The participants in all athletic contests and exhibitions and members of the Glee Club shall qualify in accordance with the rules and regulations of the B. I. A. A. Glee Club shall qualify in accordance with the rules and regulations of the B. I. A. A.

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DEPARTMENTS OF INSTRUCTION

I. Mathematics and Astronomy

Dr. Clinkscales
Prof. A. M. Dupré

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.
Wentworth's Solid Geometry.
Wentworth's Plane and Spherical Trigonometry.
Downey's Algebra.

SOPHOMORE CLASS.—Three hours a week.
Nichols' Analytic Geometry.
Downey's Algebra.

JUNIOR CLASS.—Three hours a week.
Nichols' Differential and Integral Calculus.
Fite's Algebra.

SENIOR CLASS.—Three hours a week.
Young's Astronomy.
Fite's Algebra.
II. Applied Mathematics

Assistant Professor E. H. Shuler

It is recognized that pure mathematics is the foundation of applied work, and all students who wish to take the above subject should elect the courses offered in pure mathematics and physics.

Mechanics and Drawing.—Open to Sophomores. The first term's work consists of a thorough course in elementary mechanics and mechanical drawing. The latter includes geometric drawing, isometric and orthographic projection, the elements of machine design, tracing, and blue printing.

Electricity.—Open to the Juniors and Seniors who have completed the preceding. The student is carefully drilled in magnetism and direct currents. This course includes experimental work with electro-magnets, direct current generators, motors, and auxiliary apparatus, taking into account the principles of design.

Surveying.—Open to all Juniors and Seniors who have completed Mechanics and Drawing. The course offered is plane and topographical surveying. As a preliminary to each branch of surveying a study of the instruments employed is made, treating of their geometrical and mechanical relations, their adjustments and use. Office computations, plotting and mapping are made adjuncts of the field surveys. The class in this subject will be limited to ten men. In the event more than ten apply for this course, only those who will be accepted who have attained the highest grades in Freshman mathematics.

Alternating Currents.—This course is open only to those Seniors who have completed Mechanics and Drawing and the first course in Electricity, and who have a working knowledge of analytics and calculus. The work consists of a series of tests and experiments with alternating currents and alternating machines corroborating and explaining the theories of the class-room.

Mechanics and Drawing counts as a 4-hour a week subject. Each of the others, a 3-hour subject.

Students who elect Mechanics and Drawing must elect the course in Electricity; otherwise, it will not be allowed to count as work for a degree. The work is planned as follows:

I. Mechanics and Drawing

Elements of Mechanics (Merrill). Three periods of one hour each per week.
Rogers' Drawing and Design. Two periods of two hours each per week.

II. Electricity

Elements of Electricity (Timbie). Three periods of one hour each per week.
Laboratory. One period of two hours per week.

III. Surveying

Raymond's Plane Surveying. Two periods of one hour each per week.
Field Work. Two periods of two hours each per week.

IV. Alternating Currents

Dynamos and Motors (Franklin & Esty). Two periods of one hour each per week.
Laboratory. One period of two hours per week.

III. Physics and Geology

Professor D. A. DuPre

Physics

Assistant Professor Shuler

The department of Physics gives two courses—

Course I.—Three hours per week for the entire year are required of all students applying for the A. B. degree. Several weeks of the first semester are given to the study of mechanics, after which heat, electricity, magnetism and either light or sound, as time may allow, are treated at length.

This course consists of lectures and recitations accompanied by numerous experiments for purposes of demonstration. The course is not open to Freshmen unless one year of High School Physics has been completed. This condition does not apply to members of other classes.

Text—Kimball's College Physics.

Prof. D. A. DuPre.
Course II.—This course is open to students who have completed satisfactorily Course I, to which it is supplementary. All students who expect to apply for admission to any medical college must take this course in order to get credit in Physics. There will be three periods per week of two hours each in the laboratory; but one hour per week of lecture and recitation may be substituted by the instructor for one period of laboratory work.

Asst. Prof. Shuler.

Text—Smith, Tower & Turton’s Experimental Physics.

Geology

Course I.—Three hours per week for the entire year given to lectures and recitations enable the student to acquire a knowledge of the facts and principles of Dynamical, Physiological, Structural and Historical Geology. Occasional excursions are made to points of geological interest in the vicinity of Spartanburg. Several theses are required of the class for the year, based upon reading assigned by the instructor. This course is open to Juniors and Seniors. The geological collection possesses not less than 2,500 specimens of minerals and rocks, and 500 specimens of fossils.

Prof. D. A. DuPre.

Text—Cleland’s College Geology.

Course II.—This course is open to students who have completed Course I and Chemistry I. Three hours per week for half the year are given to laboratory exercises in Determinative Mineralogy, using blowpipe, goniometer and spectrocope. Several weeks in addition are given to mounting mineral and rock slides for microscopic examination. A diamond saw, grinding and polishing plates, turned by electric motor, are used for this purpose. Towards the latter part of the year, certain areas near the city will be assigned for field work, maps and descriptive notes being required. Some time is given also to special study of the geology of certain parts of the United States, particularly South Carolina. Prof. D. A. DuPre.

Text—Dana’s Manual of Mineralogy and Petrography; Geology, Cleland.

IV. Chemistry and Biology

Dr. Waller

I. (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 of Organic Chemistry.

Text-Book—General Chemistry, McPherson and Henderson.

Three times a week throughout the year.

Text-Book for 1922-23.—General Chemistry, Holmes.

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

Text-Book—Exercises in Chemistry, and Qualitative Analysis, by Baskerville and Curtman.

II. (a) Organic Chemistry.—Lectures and recitations. The Chemistry of the Carbon Compounds.

Text-Book—Introduction to Organic Chemistry, Remsen.

Three times a week throughout the year.

(b) Laboratory Work.—Quantitative Analysis, some Organic Preparations.

Biology

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

Three hours a week throughout the year. Open to those who have had Chemistry I.

Text-Book—Biology, Calkins.

(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, amoeba, paramecium, mucor, to the more complex forms, as the earthworm, crayfish, frog, and flowering plants, fern.
V. English Language and Literature

Dr. Snyder

The courses offered by this department are intended to give students acquaintance with the origin and development of the English language and literature, and proficiency in writing and speaking English.

1. Rhetoric and Composition.—Recitations, written exercises, and conferences. Required of all Freshmen. Three hours weekly throughout the year. Asst. Prof. Harris.

2. History and Development of English Literature in Outline.—Lectures, recitations, and a considerable amount of reading. Required of all Freshmen. One hour weekly throughout the year. Dr. Snyder.

3. American Literature.—A survey of American literature from the colonial period to the principal writers of our own day. Particular attention is given to literature of the nineteenth century. Required of all Sophomores. Two hours weekly throughout the year. Dr. Pugh.

4. Words and Their Ways.—A study of the English vocabulary with reference to its composition, growth, and etymology. Required of all Sophomores. One hour weekly throughout the year. Dr. Snyder.

5a. Eighteenth Century Poetry.—A study of the characteristics of the Augustan Age of English Literature, and the beginnings, within the eighteenth century, of the Romantic Movement. Required of all Juniors. One hour weekly, first half year. Dr. Pugh.

5b. Nineteenth Century Poetry.—This course is intended to supplement English 5a. The lectures will trace the development of the Romantic Movement from the Lyrical Ballads of 1798 through the poetry of the century. Wide reading in all the great poets will be prescribed. Required of all Juniors. Two hours weekly, second half year. Dr. Pugh.

6. The Nineteenth Century Essay.—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 discussion and papers on De Quincey, Carlyle, Macaulay, Arnold, and Ruskin. Required of all Juniors. Two hours weekly, first half year; one hour, second half year. Dr. Snyder.

7. Shakespeare.—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. Two hours weekly, first half year; one hour, second half year. Dr. Snyder.

8. Tennyson.—The aim of this course is to study Tennyson's poetry as thoroughly as possible, dealing with such matters as his metres, vocabulary, use of narrative, lyrical and dramatic forms, and his contributions to English thought. Elective for Seniors. One hour weekly, first half year; two hours, second half year. Dr. Pugh.

9. Browning.—This course will alternate with English 8; and, with more emphasis upon interpretation than upon criticism, it will be conducted upon the same general plan. Elective for Seniors. One hour weekly, first half year; two hours, second half year. Dr. Pugh.

10. Debating and Public Speaking.—During the first half year instruction is given in debating, and questions of general interest are assigned for study and discussion. During the second half year a text-book on public speaking is studied, and much practice required in the composition and delivery of public addresses. Elective for Seniors and Juniors. Three hours weekly throughout the year. Dr. Pugh.

11. Advanced Composition.—The aim of this course is to give the student a thorough acquaintance with the dictio and the distinctive characteristics of the great writers of English fiction. He is required to analyze many short story masterpieces as models, and later to construct original stories. Elective for Seniors and Juniors. Three hours weekly throughout the year. Dr. Pugh.
12a. Anglo-Saxon.—Bright's Anglo-Saxon Reader. Elective for graduate and special students. *Three hours weekly, first half year.* Dr. Pugh.

12b. Anglo-Saxon.—In this course Beowulf and the Judith are read. Elective for graduate and special students. This course is open to those only who are acquainted with Anglo-Saxon. *Three hours weekly, second half year.* Dr. Pugh.

VI. Latin

Prof. Gamewell

A student may take Latin during his entire college course, and every student who begins the course must continue the study throughout 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. A part of 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.

A beginner's course is offered for students who have not had Latin or have not had as much as one unit in preparatory Latin. As in the other courses, it must be taken two years to count on a degree.

Beginners' Course

The two years will cover Elementary Latin, four books of Caesar, six orations of Cicero, and selections from Virgil, together with work in Latin composition. The student who meets the entrance requirements in Latin begins his college course in Latin I and he may take Latin III in his Junior year and Latin IV in his Senior year.

I. Cicero: De Senectute; Sallust: Catiline; Tacitus: Germania; Bennett's Latin Grammar; Gepp and Haigh: Latin-English Dictionary; Composition. Connington's translation of the Aeneid will be read as parallel. *Four hours a week.*

Prof. A. M. DuPre.

II. Selections from Livy, Sallust, Cicero. Miller's Ovid. Cicero: De Amicitia. Morey's Outlines of Roman History and Roberts' Cornelius Nepos will be read as parallel. *Three hours a week.*

Prof. A. M. DuPre.


Prof. Gamewell.


Prof. Gamewell.

Note.—The course in Latin III and IV is often changed. Other standard works in prose and poetry are studied.

VII. Greek

Prof. Rembert

The course in Greek extends through two years of required college and three possible years of elective work. The student may offer one, two, or three units in 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.

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 the last half of each year.

Homer's Iliad, Benjamin's Troy, a translation of the Odyssey, and Witt's The Retreat of the Ten Thousand are read as parallel.

3. (Elective.) Selections from Prose Writers of 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.


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 in 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 may 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. The last term may be devoted to the study of Greek history and literature through text-books 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 forms.

(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 metre. Parallel as in (a).

6. New Testament Greek. This course is open to students who have taken Greek II. The Book of the Acts is made the basis for a careful study of New Testament Greek, and of the use of the Greek Testament in Bible interpretation. The Gospels are assigned as parallel work.

Note. This course merely outlines the scope of the work offered. In the books or authors read it is subject to change.

VIII. French and German

Dr. Chiles, Assistant Prof. Salmon

The first object of the courses in French and German is to teach the student to read the languages readily, both with a view to literary appreciation and as an aid in the pursuit of other studies.

French

French I. Elementary French Grammar; pronunciation; dictation; conversation; memorizing of common idioms and every-day expressions. Reading of easy texts.

Four hours a week throughout the year.

French II. Reading of selections from standard prose writers. Advanced grammar; composition and conversation.

Three hours a week throughout the year. Open to those who have completed French I, or who have had two years of high school French.

French III. (Offered alternately with French IV.)


Three hours a week throughout the year.

French IV. (Offered alternately with French III.)

French Literature of the Nineteenth Century. Reading of selected dramas and novels.

Three hours a week throughout the year.
German

German I. Elementary German Grammar; pronunciation; dictation; conversation; memorizing of common idioms and every-day expressions. Reading of easy texts.

Four hours a week throughout the year.

German II. Reading of selections from standard prose writers. German lyrics and ballads. Advanced grammar; composition and conversation.

Three hours a week throughout the year. Open to those who have completed German I, or who have had two years of high school German.

German III. (Offered alternately with German IV.) The German Classics. Selections from Lessing, Schiller, and Goethe. Private reading. History of German Literature.

Three hours a week throughout the year.

German IV. (Offered alternately with German III.) Modern German Dramatists. Selected dramas of Grillparzer, Hebbel, Ludwig, Sudermann, and Hauptmann.

Three hours a week throughout the year.

IX. History and Economics

Dr. Wallace

History

The course in History extends over three years, 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 throughout the year. Attention will be devoted to the history of Europe during the last two centuries, with a constantly increasing proportion of time given to the history as it approaches our own times. In 1921-22 the text used was Hazen’s Modern Europe. The same or similar course will be given in 1922-23.

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. After several weeks’ trial, those found unprepared to pursue properly the course will be dropped.

History II. Junior elective. Three hours a week throughout the year. In 1920-21 the class studied the history of England, using Andrews’ History of England and Wallace’s Government of England. During 1922-23 the same or a similar course will be given in the history of England.

In 1921-22 the course in History II was the same as described below for History III in 1921-22.

History III. Senior elective. Three hours a week throughout the year. During 1921-22 the class studied the History of the United States since the Revolution. The text used was Basset’s Short History of the United States.

The course in History III for 1922-23 will be the same as the course in English History described above under History II.

The arrangement described under History II and III enables every student to take both English History and American History, but does not make possible the taking of both in the same year.

Required Essay

Every student in History will be required to hand in an essay on or before the 1st day of May. The professor will
select the several 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 ten 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.

**Economics**

Junior elective. *Three hours a week throughout the year.*

The course in 1921-22 was based upon Taussig's Principles of Economics. The text-book was supplemented by lectures, exercises and problems, and parallel reading. The same course will be given in 1922-23.

**Political Science and Sociology**

*Dr. Wallace*

The course in Political Science for Juniors and Seniors covers the entire year. The first term is taken up with the government of the United States, and the second term with that of the State and its local sub-divisions. A representative text-book is Beard's American Government and Politics. Parallel reading.

Political Science and Sociology will be given in alternate years, thus enabling every student to select both, though not in the same year. The course in Political Science described above will be given in 1922-23.

**X. Bible and Psychology**

*Dr. A. G. Rembert, Acting Professor*

Throughout the course the Bible is the principal text-book. The background of knowledge needful for its better understanding is sought through parallel reading, topical assignments and class-room comment.

The course covers four years—five hours required of all students and three hours of elective work.

**BIBLE I.**—Two hours a week through the Freshman year. Required of all students.

a-b. See Religious Education I a-b.

c. History and growth of the Chosen People. Genesis through I Samuel.

**BIBLE II.**—Two hours a week through the Sophomore year. Required of all students.

a. Harmony of the Gospels through the Parian Ministry.


c. See Religious Education I-c.

**BIBLE III.**—One hour a week through the Junior year. Required of all students.

a. The Period of the Kingdom through the Fall of Israel.

b. The History of Judah through the Babylonian Captivity.

c. The Period of Return. The Growth of Judaism through the Maccabean Period.

**BIBLE IV.**—Elective for Juniors and Seniors. See Religious Education 6.

**NEW TESTAMENT IN GREEK.**—One hour a week. Elective for Greek students.

*Note.—* Special effort is made throughout the course to secure voluntary reading and study of the Bible on the part of the individual student (1) by the encouragement of daily Bible reading; (2) by the organization of a Student's Bible Club with regular meetings for the discussion of assigned topics.
Psychology
Prof. Rembert

The basis of this course is the normal adult Psychology. The subject is given a practical direction by means of experiments and problems which also serve to quicken the student's interest in the study of self, and in a keener, more intelligent observation of others, whether in life or in literature.

XI. Military Science and Tactics

Captain G. R. F. Cornish, Infantry, Commanding Officer
Captain Furman W. Hardee, Asst. P. M. S. & T.

It is recognized that in order for the student to secure the maximum advantage from his school training and to fit him for his pursuits in after life the physical training should not be neglected. With this idea in mind, a Reserve Officer's Training Corps unit has been established in the college under the guidance of an officer of the United States Army detailed here by the War Department.

The primary object of the R. O. T. C. is to provide systematic military training at civil educational institutions for the purpose of qualifying selected students of such institutions as reserve officers in the military forces of the United States. It is intended to reach this goal during the time that the student is pursuing his general or professional studies by employing methods whereby the student will be physically fit and trained in the fundamentals of military science and tactics.

Work in the Reserve Officers' Training Corps will be applied on credits required for degree on the basis of two years work in the R. O. T. C. being equivalent to one three hours course. The training is divided into two hours practical and one hour theoretical work each week during the basic course (first two years), and three hours theoretical and two hours practical work during the advanced course (last two years). The course covers a period of four years, during which time the student must attend one summer camp. The United States government pays transportation to and from the camp, sub-

sists and lodges the student while at camp, and furnishes all uniforms and equipments.

The government furnishes all arms and equipments during the school year, and on completion of the basic course (first two years) and subsequent enrollment in the advanced course (last two years), the United States government pays the student commutation of subsistence amounting to approximately $140.00 per annum.

The course of study as laid down by the War Department is as follows:

First Year Basic Course (Freshman).—Two hours practical and one hour theoretical work each week. Subjects: Organization; Military Hygiene and Sanitation; First Aid; Military Courtesy; Customs of the Service; Interior Guard Duty; Physical Training; Infantry Drill, Infantry Weapons and Equipment.

Second Year Basic Course (Sophomore).—Two hours practical and one hour theoretical work each week. Subjects: Military Sketching and Map Reading; Physical Training; Infantry Drill; Infantry Weapons; Minor Tactics.

First Year Advanced Course (Junior).—Three hours practical and two hours theoretical work each week. Subjects: Field Engineering; Physical Training; Infantry Drill; Infantry Weapons; Minor Tactics.

Second Year Advanced Course (Senior).—Three hours practical and two hours theoretical work each week. Subjects: Minor Tactics; Military History and Policy of the United States; Military Law and Rules of Land Warfare; Administration; Infantry Drill.

XII. Religious Education

Prof. Trawick

General Statement

The general purpose of this department of instruction is threefold: (1) to train college men to think of religion and the Church with the same accuracy and thoroughness that they
give science and other facts of human activity; (2) to study the fundamental principles of religion and the methods of teaching religion; (3) to assist men in acquiring the right motive and spirit for leadership and service in the organized Church.

Both Church and College recognize the need of definite religious education, not alone for ministers and missionaries, but equally for laymen who believe that religion should be the controlling influence in the world of human affairs. Responding to an insistent demand, religious education in the Church and in the College is rapidly gathering sentiment, creating literature, and erecting standards of efficiency, by means of which the combined forces of right living are to be more surely matched with the world's needs. The Church College recognizes its definite function in this work, and is offering its resources and equipment to assist students to find in the Church their largest opportunity of intelligent interest and activity.

A total of seventeen hours is offered, and the student who completes the full work offered in these courses will be entitled to a certificate of graduation in Religious Education.

Only one distinctive Bible study is offered in this department (Course 6—The Early Christian Movement). The Bible is used in every course as a source book of origins and authority. For other courses in Bible the student is referred to statements under Dr. Rembert's department.

The following courses are offered:

1. **Personal and Social Studies in Religion.**—The purpose of this course is to assist young men during their first two years in college to interpret their personal life in the light of Scriptural teaching and the need of the world for their Christian service. The course will follow the division of the year into terms as follows:

   a. **Studies of Personal Religious Problems.**—This course is designed to help students to a Christian solution of such problems as gambling, profanity, spending money, forming new friendships, church loyalty, and devotional habits. The student will be required to make personal statements under Dr. Rembert's department.

   b. **Vocational Problems.**—A study of the problems of life-calling and service. Biographical studies of great men are presented in a way designed to show Scriptural principles underlying life callings and the choice of a vocation, and a survey is made of certain outstanding fields of service for professional men and laymen in order to show how every man's life may answer the demands of Christian usefulness.

   Two hours a week, first term. Required of Freshmen.

   c. **Social Duties.**—This course is a study of social duties in the light of the teachings of Jesus. The viewpoint maintained in this course is that of a Christian interpretation of our modern complex life, whose solution can only be attained in obedience to the teachings of Jesus Christ.

   Two hours a week, third term. Required of Sophomores.

   For further Bible study courses see Department of Bible, 1 and 2.

3. **Outlines of Religious Education.**—A study of principles, methods, agencies, and materials of religious education, sub-divided as follows:

   a. **Principles of Religious Education.**—A study of the needs of human nature and society which make religious education necessary; the aim or goal which is sought to be attained in religious education, and the fundamental principles which the Church believes to be necessary in religious training. Great teachers, eras, and the principles which they made permanent in the process of learning religion will be the basis of this course.

   Three hours a week, first term. Elective for Juniors and Seniors.

   b. **Methods of Religious Education.**—This is a course in the teaching method: the problems of conducting classes, securing attention, developing motives of conduct, testing the ability of pupils to reason and to acquire religious training in
the midst of their own environment. Particular attention will be given to school organization and management.

Three hours a week, second term. Elective for Juniors and Seniors.

c. Materials of Religious Education.—A study of select portions of Scripture as materials for religious instruction, graded courses and other lesson texts used in Sunday Schools, and material suitable for instruction in the home and day school. The home, the school, the church and Sunday School will be reviewed as the chief agencies in religious training. Opportunity will be given students to observe and report upon actual work done in local Sunday Schools and young people's societies, and to test the theories of the class-room by the results of actual experience.

Three hours a week, third term. Elective for Juniors and Seniors.

Course 3 alternates with Course 4, and will be given during the college year 1922-23.

4. Child Study and Psychology of Adolescence.—Divided into term periods as follows:

a. The Psychology of Childhood.—The purpose of this course is to study the original human nature of the child, instincts, capacities, development from lower to higher forms of expression, and the value of these elements of original nature to the educational process.

Three hours a week, first term. Elective for Juniors and Seniors.

b. The Religious Nature of Childhood.—This is a continuation of Course 4a. Particular study is devoted to habit, discipline, health, play and companionship as influences in the formation of child character, and to the dawn of religion in the mind of the child.

Three hours a week, second term. Elective for Juniors and Seniors.

c. The Psychology of Adolescence.—This course studies human life in the process of development from youth to maturity: the changes in the physical, mental and spiritual powers, with modifications of the social and religious conduct; the characteristics of religion in this period and the experiences that may be anticipated.

Three hours a week, third term. Elective for Juniors and Seniors.

Course 4 alternates with Course 3, and will be given during the college year 1922-23.

5. Christian Doctrine and the Psychology of Religious Belief.—The purpose of this course is given in the following divisions:

a. Christian Doctrine.—This course is an attempt to survey the chief outlines of Christian doctrine and belief. It is not a course in theology, but its purpose is to acquaint students, both ministers and laymen, with the essential points in the creed and the doctrinal teachings of the church, and to develop confidence in the characteristic differences between Christianity and other religions.

Three hours a week, first term. Elective for Seniors.

b. The Methodist Church and Its Life.—The purpose of this course is to study the origin, organic development and distinctive contribution of Methodism to modern life. Attention will be given to the great formative periods of American Methodism, in order to grasp the doctrines, discipline and genius of the church to which students offer their loyalty and devotion.

Three hours a week, second term. Elective for Seniors.

c. The Psychology of Religious Belief.—The purpose of this course is to study the origin, nature and development of religion in the race and in the individual, the force of custom in shaping modes of belief and practice, the consciousness of God, the work of conversion, revivals, prayer, faith and mysticism.

Three hours a week, third term. Elective for Seniors who have had at least one term of general psychology.
6. The Early Christian Movement.—The aim of this course is to study the New Testament, its historical background, its social and religious message and its permanent meaning. The course is divided into three parts:

   a. The Life of Jesus Christ.—An attempt to construct the life of Jesus in the light of the characteristic message of the four Gospel writers.
   Three hours a week, first term. Elective for Seniors.

   b. History of the Apostolic Church.—This is a study of the Acts of the Apostles, the growth and expansion of the Early Church through the missionary labors of the Apostles.
   Three hours a week, second term. Elective for Seniors.

   c. The New Testament Epistles.—A study of the Epistles and the Revelation of John, to arrive at a comprehensive view of the situation each Epistle was designed to meet; the historical importance, the moral and religious doctrine of the Epistles and their permanent place in the life of the Church.
   Three hours a week, third term. Elective for Seniors.

7. History and Problems of Education.—An introductory course in the history of education and in the principles of psychology applied to the problems of learning and teaching. The general laws of mental structure, activity and development, and a study of current problems in education from the point of view of psychology. This course and the course in General Psychology described elsewhere are specially designed for students who plan to teach in the public schools as well as those who desire to study the field of Religious Education, and is distributed through terms as follows:

   a. History of Education.—The purpose is to give a better understanding of educational practices by tracing the history of men and movements which have been instrumental in determining present ideals and aims in education.
   Three hours a week, first term. Elective for Seniors.

   b. The Psychology of Learning.—The aim of this course is to trace the laws of learning in childhood, youth and adolescence, and to consider the development of attention, perception, motives and habits of thought as worked out by the methods of skilled teachers. The course embraces a study of abnormal and exceptional children as well as children of average ability and the principles that apply to their mental processes in learning.
   Three hours a week, second term. Elective for Seniors.

   c. The Problems of Teaching.—The purpose of this course is to relate the results of educational psychology to the actual conditions existing in school organization and supervision. Time will be given to observation and reports of teaching methods employed in public schools.
   Three hours a week, third term. Elective for Seniors.

8. For the course in General Psychology see statement in Dr. Rembert's Department of Bible and Psychology.
**TABLE OF COURSES FOR DEGREE OF BACHELOR OF ARTS (A.B.)**

Every student must offer for entrance either three units in one foreign language or two units each in two foreign languages. Conditions in foreign languages must be made up in accordance with this requirement. Any foreign language chosen from the Freshman year must be continued through the Sophomore year. All students must take Physics I in the Freshman or the Sophomore year, and one year of some other science.

How conditions may be made up (note, however, that conditions in foreign languages must be made up in one or more of the foreign languages): Elementary Physics, one unit; Elementary Latin, one or one and a half units; any regular Freshman or Sophomore study, one and a half units; any regular Junior or Senior study, two units.

### Freshman

**REQUIRED OF ALL FRESHMEN**
- English 1 - 4 hrs. a week
- Mathematics 1 - 5
- Bible - 1

**TWO REQUIRED OF ALL FRESHMEN**
- Latin I - 4
- Greek I - 4
- German I - 4
- French I - 4
- 2 Physics - 4
- Religious Education I - 2

### Sophomore

**REQUIRED OF ALL SOPHOMORES**
- English II - 5
- Mathematics II - 3
- Chemistry I - 3
- History I - 3
- Mathematics II - 3
- Religion Education II - 2
- Biology Lab. - 1

### Junior

**REQUIRED OF ALL JUNIORS**
- English III - 3 hrs. a week

### Senior

**REQUIRED OF ALL SENIORS**
- Ethics - 1 hr. a week

**FIVE REQUIRED OF ALL SENIORS**
- English IV - 3
- Greek IV - 3
- Latin III - 3
- Latin IV - 3
- French III - 3
- Mathematics IV - 3
- Surveying - 3
- Alternating Currents - 3
- Electricity - 3
- Geology I - 3
- Biology I - 3
- Chemistry II - 3
- Chemistry III - 3
- Chemistry IV - 3
- History III - 3
- Political Science - 3
- Psychology - 3
- Religious Education V - 3
- Religious Education VI - 3
- Religious Education VII - 3

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*Open only to those who have had Course I in the same subject.

*Open to students who have had or are taking Chemistry III.

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 conflicts.
COMMENCEMENT PROGRAM, 1921

Thursday, June 2

2:00 P. M.—Luncheon to the Graduating Class by the Kiwanis Club.

Friday, June 3

8:30 P. M.—Annual Junior Debate. The query was “Resolved, That the United States Should Adopt the League of Nations With the Reservations Offered by the Senate Committee.” The decision was given the affirmative. Those speaking on the affirmative were J. B. Berry, of the Snyder Literary Society, and M. S. Gleaton, of the Carlisle Literary Society. The negative was represented by G. R. Welch, of the Calhoun Society, and G. M. Nelson, of the Preston Society. The judges were Rev. F. Eldon Dibble, Chairman; H. B. Carlisle and D. D. Wallace.

Saturday, June 4

5:00 P. M.—Class Day Exercises, College Lawn.

6:00 to 7:00 P. M.—Annual Faculty Reception, Wofford Smith Library.

8:30 P. M.—Alumni Banquet, Carlisle Hall, Rev. J. J. Gentry ('88), orator; Alumni and Athletics, Chas. P. Wofford ('05); Marvin W. Adams ('98), President of Alumni Association, presiding.

Sunday, June 5


8:30 P. M.—Baccalaureate Address by President Henry N. Snyder.

Monday, June 6

10:30 A. M.—College Chapel. Sacred Music.

Eternal are Thy mercies, Lord; Eternal Truth attend Thy word. Thy praise shall sound from shore to shore Till suns shall rise and set no more.

Prayer.


Senior Speakers

B. L. Williams, Georgetown, S. C.—“Woman and Democracy.”

O. H. Hatchette, Spartanburg, S. C.—“American Development.”

C. G. King, Darlington, S. C.—“The Great Tradition.”

P. F. Carroll, Spartanburg, S. C.—“Hunters of Truth.”


Candidates for the Degree of Bachelor of Arts

Alverson, R. C.

Best, A. H., Jr.

Blair, Wm. E.

Boyle, T. B.

Britton, W. J., Jr.

Broadwater, A. G., Jr.

Carroll, P. F.

Clark, J. O.

Clinkscales, L. O.

Crisp, Matthew C.

Doggett, L. C.

Douglass, Edgar M.

Duncan, H. F.

Elrod, R. A.

George, S. A.

Goodwin, E. B.

Harper, D. L.

Hatchette, O. H.

Herbert, W. C.

Higgons, R. A.

Hodges, J. K.

Holler, A. C.

Holler, J. C.

Hood, W. P.

Jennings, Duvan

Johnston, O. D.

King, C. G.

Lancaster, E. A.

Leonard, G. T.

Lever, I. B.

Lucas, R. C.

Martin, J. C.

McLeod, W. M.

Medlock, J. R.
Carrington, J. H.—Economics, French II, English III, Bible III, Electricity, Geology I.
Clarkson, J. M.—Mathematics, German IV, Bible III, Economics, Geology I.
Crosby, Roy—Bible III, History, Sociology.
Holler, A. C.—Ethics, Geology II, Sociology.
Holler, J. C.—Ethics, Latin IV, Latin V, Sociology, Bible II.
Kirkland, E. C.—Ethics, History, Geology I, Greek III.
Nesbitt, C. F.—English III, History, Greek II.
Zimmerman, R. D., Jr.—English III, French II, History, Economics.

Sophomore Class

Fields, Hayne—English II, French II, French III, German II, Mechanics, Bible II.
Goodwin, W. B.—Latin II, Sociology, Economics.
Gray, W. L.—Bible II, Latin II, History, Physics I.
Herbert, R. B.—French II, English II, Bible II.
Kingman, H. B.—French II, Mathematics, Bible II.
Leath, W. A.—Bible I, Bible II, Sociology, English III, Ethics, Bible III, Geology I.
Stevenson, G. B.—Bible II, Geology I, English III, German II, German III, Military Science.
Wall, R. L.—Mathematics, English II, French II, Military Science, Bible II.
Wham, Byron—French II, English II, Latin II, Mathematics, Physics I, Bible II.
Womack, B. H.—French II, German II, German III, Electricity, Chemistry I, Military Science, Bible II, Bible III.
Yarborough, N. P.—French II, English II, Latin II, Bible II.

**FRESHMAN CLASS**

Ayers, H. L., Jr.—Mathematics, French I, Bible I.
Bailey, J. M.—French I, German I, Bible I, Physics I.
Bennett, N. W.—French I, English I, Latin I, Bible.
Cox, L. H.—Mathematics, French I, German I, Bible I.
Griffin, N. C.—French I, Bible I, Mathematics, Physics I.
Hammond, R. H.—French I, German II, Bible I.
Hardin, Paul, Jr.—Mathematics, English I, Latin I, Bible I.
Hodges, R. H.—French I, Bible I, Greek I.
Holcombe, J. N.—French I, English I, Latin I.
McKnight, J. M.—English I, Latin I, Bible I.
Meadors, L. M.—English I, Latin I, Bible I, Greek I.
Miller, S. N. Jr.—Mathematics, English I, German I.
Mimms, T. B.—French II, Bible I, Physics I.
Ramsay, B. P.—Mathematics, English II, Latin I, Greek I, Bible I.
Salley, G. M.—Mathematics, French II, English I, German I, Bible I.
Spignier, H.—French I, English I, Latin I, Bible I.
Stokes, A. H.—Mathematics, German I, Bible I.
Taylor, A.—Mathematics, Latin I, Bible I, Bible II.
Walker, W. L., Jr.—Mathematics, Latin I, Bible I, Physics I.

**Medals**

Oratorical Medal—A. C. Holler.
Short Story Medal—W. R. Bourne.
### List of Students

**Special Students, 1921-22**

<table>
<thead>
<tr>
<th>Name</th>
<th>County and State</th>
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<tr>
<td>Charmichael, K. S.</td>
<td>Dillon, S. C.</td>
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<td>Chapman, S. C.</td>
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<tr>
<td>Godfrey, H. C.</td>
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<tr>
<td>Walling, C. M.</td>
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**Senior Class, 1921-22**

<table>
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<td>Berry, J. B.</td>
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<td>Carmichael, E. F.</td>
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<td>Crosby, R. L.</td>
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<td>Duckett, O. D., Jr.</td>
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<td>Dowling, H. G.</td>
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<td>Gleaton, M. S.</td>
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<td>Harrell, M. M.</td>
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<td>Knox, P.</td>
<td>Abbeville, S. C.</td>
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<td>Lawrence, W. T.</td>
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<td>Leath, W. A.</td>
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<td>Mayer, L. V.</td>
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<td>Nesbitt, C. F.</td>
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<td>Pearcy, W. C.</td>
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<td>Sample, H. D.</td>
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**Junior Class, 1921-22**

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<td>Schumpert, R. L.</td>
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<td>Shippey, H. P.</td>
<td>Spartanburg, S. C.</td>
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<tr>
<td>Smith, E. W.</td>
<td>York, S. C.</td>
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<td>Smith, J. O.</td>
<td>Edgefield, S. C.</td>
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<td>Snyder, P. S.</td>
<td>Marion, S. C.</td>
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<td>Stevenson, T. B.</td>
<td>Bamberg, S. C.</td>
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<td>Tillinghas, E. S.</td>
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<td>Wannamaker, L.</td>
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<td>Welch, G. R.</td>
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<td>Womack, B. H.</td>
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<td>Zimmerman, R. D., Jr.</td>
<td>Calhoun, S. C.</td>
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Anderson, J. P.    | Greenwood, S. C.  |
Black, D. D.       | Colleton, S. C.   |
Black, W. A.       | Orangeburg, S. C. |
Bostick, C. W.     | Spartanburg, S. C.|
Brown, G. C.       | Colleton, S. C.   |
Bryant, H. B.      | Spartanburg, S. C.|
Coggin, H. T.      | Newton, Ga.       |
Conner, H.         | Florence, S. C.   |
Copeland, C. L. F. | Bamberg, S. C.    |
Covington, K. S.   | Georgetown, S. C. |
Dantzler, R. M.    | Orangeburg, S. C. |
Davis, J. G.       | Darlington, S. C. |
Davis, F. T.       |Richland, S. C.    |
Dillingham, H. E.  | Spartanburg, S. C.|
Drake, J. R.       | Darlington, S. C. |
Eaddy, A. M.       | Anderson, S. C.   |
Fields, H.         | Florence, S. C.   |
Fletcher, O. I.    | Darlington, S. C. |
Floyd, H. S.       | McColl, S. C.     |
Foster, A. L.      | Dillon, S. C.     |
Galloway, L. Q.    | Spartanburg, S. C.|
George, J. M.      | Transylvania, N. C.|
Glenn, V. E.       | Aiken, S. C.      |
Gray, W. L.        | Fairfield, S. C.  |
### Sophomore Class, 1921-22

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<tr>
<td>Anderson, R. L.</td>
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<td>Bailey, J. M.</td>
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<td>Batson, J. A.</td>
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<td>Bennett, N. W.</td>
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<td>Blain, J. W., Jr.</td>
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<td>Bouzard, N. C.</td>
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<td>Bowen, W. C.</td>
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<td>Cauthen, A. J., Jr.</td>
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<td>Fort, A. H.</td>
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<td>Hodges, R. H.</td>
<td>Kershaw, S.C.</td>
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<td>Holcombe, J. N.</td>
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**Freshman Class, 1921-22**

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<td>Thompson, R. L., Jr.</td>
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<td>Wrightson, E. C.</td>
<td>Spartanburg, S. C.</td>
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<td>Andrews, F. W.</td>
<td>Newberry, S. C.  (Whitmire High School)</td>
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<tr>
<td>Anderson, L. G.</td>
<td>Florence, S. C.  (Timmonsville High School)</td>
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<tr>
<td>Arant, E. P.</td>
<td>Orangeburg, S. C. (Carlisle Fitting School)</td>
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<tr>
<td>Abill, J. P.</td>
<td>Lexington, S. C. (Leesville High School and Bailey Military Institute)</td>
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<tr>
<td>Bates, C. W.</td>
<td>Greenville, S. C. (Wofford Fitting School)</td>
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<td>Bennett, H. A.</td>
<td>Orangeburg, S. C. (Wofford Fitting School)</td>
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*Note: The table continues with other names and their respective educational institutions.*
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Name                      County and State
Rone, W. E.                Spartanburg, S. C. (Pauline High School and Wofford Summer School)
Salley, S. M.              Leon, Fla. (Leon High School and Emory University)
Shealy, E. O.              Williamsburg, S. C. (Carlisle Fitting School)
Shepherd, C. B.            Seminole, Fla. (Sanford High School)
Sims, F. P.                Laurens, S. C. (Waterloo and Laurens High School)
Singletony, G. K.           Orangeburg, S. C. (Holly Hill High School and Clemson College)
Smith, F. C.               Marion, S. C. (Mullins High School)
Smith, W. R.               Marion, S. C. (Mullins High School)
Smith, G. C.               Greenville, S. C. (Bailey Military Institute)
Smith, K. H.               Lexington, S. C. (Carlisle Fitting School)
Smith, W. C.               Lexington, S. C. (Wofford Fitting School)
Smoak, C. G.               Spartanburg, S. C. (Wofford Fitting School)
Sojourner, E. W.           Chesterfield, S. C. (Pageland High School)
Stack, F. A.               Sumter, S. C. (Pinewood High School)
Stalvey, G. F., Jr.        Florence, S. C. (Lake City High School)
Stuckey, M. H.             Lee, S. C. (Bishopville High School)
Talbert, T. R.             McCormick, S. C. (Spartan Academy)
Thrailkill, C. E.          Chester, S. C. (Fort Lawn Graded School)
Tucker, J. W., Jr.         Calhoun, S. C. (St. Matthews High School)
Tucker, B. H.              Spartanburg, S. C. (Wofford Fitting School)
Ulmer, P. L.              Colleton, S. C. (Ruffin Graded School)
Wallace, D. A.            Spartanburg, S. C. (Spartanburg High School)
Weissinger, L. C.          Barnwell, S. C. (Carlisle Fitting School)
West, D. L.               York, S. C. (Rock Hill High School)
Williams, J. K.            Marion, S. C. (Mullins High School)
Witt, L. H.               Marion, S. C. (Mullins High School)
Wolfe, O. F.              Lexington, S. C. (Wofford Fitting School)
Wolfe, R. R.              Calhoun, S. C. (Carlisle Fitting School)
Woods, M. C., Jr.         Orangeburg, S. C. (Orangeburg High School)
Woods, M. C., Jr.         Marion, S. C. (Marion High School)

Students by Classes

Senior Class                36
Junior Class                56
Sophomore Class             94
Freshman Class              153
Special Students            6

Fitting School              345

Total                      502
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**Students by Counties, 1921-22**

**Second Year Advanced Course**

Bowen, W. C.  
Bryant, W. H.  
Covington, K. S.  
Stevenson, T. B.  
Dowling, H. G.  
Gleaton, M. S.  
Hamilton, H. P.

**First Year Advanced Course**

Anderson, J. P.  
Black, D. D.  
Black, W. A.  
Clark, A. G.  
Davis, W.  
Drake, J. R.  
Eaddy, A. M.  
Evans, W. D.  
Fields, H.  
Glenn, V. E.  
George, J. M.  
Graham, A. F.  
Gross, H. A.  
Gunter, Q. E.  
Hinson, O. B.  
Hoffmeyer, J. F.  
Kinard, F. M.  
King, W. R.  
Kingman, H. L.  
Knight, F. J.  
Koon, H. B.  
Lee, W. D.  
Littlejohn, B. B.  
Love, C. H.  
Matthews, T. B.  
Mimms, T. B.  
Murray, R. N.  
Ott, Roy  
Player, M. M.  
Rogers, J. B.  
Shippey, H. B.  
Staley, W. L.  
Ventre, L. F.  
Wimberly, L. B.  
Wofford, A. A.  
Yarborough, N. P.

**Second Year Basic Course**

Anderson, L. G.  
Arant, A. R.  
Batson, J. A.  
Blackwood, M. C.  
Bouzard, N. C.  
Brown, C. G.  
Carmichael, A. E.  
Cauthen, A. J.  
Childress, T. H.  
Cox, L. H.  
Edwards, H. T.  
Fairey, L. S.  
Griffin, E. L.  
Griffin, N. C.
Harley, A. J.
Harris, F. S.
Hayden, H. N.
Hearsey, W. Z.
Inabinet, B. C.
Lanham, J. A.
Lewis, H. B.
Lipscomb, L. R.
Livingston, L.
Mayson, P. B.
Manship, E. A.
Meadors, L. B.
Murph, C. H.
New, C. H.
Owens, R. S.
Phillips, W. B.
Pitts, J. N.
Poole, C. H.
Reed, A. R.
Roberts, J. H.
Robertson, B. M.
Rogers, G. V.
Salley, G. M.
Sessions, A. C.
Spearman, D. R.
Stokes, A. H.
Stokes, T. H.
Strickland, B. H.
Tollison, R. N.
Turberville, J. N.
Walker, B. H.
Wilson, W. R.

Woford College Catalogue

First Year Basic Course

Anderson, R. L.
Asbill, J. C.
Bates, C. W.
Bennett, H. B.
Bostick, R. J.
Boyd, J. M.
Cannon, A. P.
Carter, B. E.
Cockfield, J. C.
Coggings, H. L.
Cooley, A. B.
Doggett, F. M.
DuBose, A. W.
Dukes, E. H.
Dukes, H.
Eaddy, W. S.
Fleming, W. H.
Floyd, W. R.

McCoy, S. J.
New, C. A.
Poston, J. C.
Rone, W. E.
Roberts, F.
Simms, F. P.
Singletary, G. K.
Smith, F. C.
Smith, R. H.
Smith, W. B.

Witt, L. H.

Smith, W. R.
Smoak, G.
Sojourner, E. W.
Stack, F. A.
Stuckey, M. H.
Talbert, S. K.
Ulmer, P. M.
Wallace, D. A.
West, D. L.
Williams, J. K.
WOFFORD COLLEGE FITTING SCHOOL
Spartanburg, S. C.

W. C. Herbert, A. B., Headmaster.

The Wofford College Fitting School is situated on the northwestern part of Wofford College Campus, facing North Church Street. While on the same campus, the Fitting School has a separate plant of its own, consisting of three modern and commodious buildings. There are two dormitories and a separate recitation building. The Fitting School has existed as a separate institution for thirty-three years, having been organized out of the preparatory department of Wofford College in 1887. During this time over a thousand students have been graduated, and the majority of these have entered some college.

The Fitting School has recently been enrolled as one of the A Class accredited schools by the Southern Association of Schools and Colleges. This means that the school has filled all the requirements laid down by the Southern Association, and its diploma will admit to any of the colleges belonging to the Association.

STANDARDS
The Fitting School has recently been enrolled as one of the A Class accredited schools by the Southern Association of Schools and Colleges. This means that the school has filled all the requirements laid down by the Southern Association, and its diploma will admit to any of the colleges belonging to the Association.

A great feature of the Fitting School that recommends it to the parent and the student is the homelike influence that is brought to bear upon the student. Four teachers and a competent matron live in the two dormitories, and are at all times accessible to the boys. This makes it possible at all times for the student to consult his teacher in any of his work. There is, therefore, a hearty cooperation on the part of both teacher and pupil that would not be possible where there was not such intimate association.

THE STUDY HALL
For the benefit of the student who is back in his work, a study hall is conducted by one of the teachers during all the regular study hours, and students can receive help on any of their studies. A noticeable falling off in the work of a student will put him under the supervision of a teacher whose business it is to see that he makes full use of his time.

SUPERVISION
No student is allowed off the campus at any time without special permission, and never at night except for special occasions, such as lyceum lectures, etc. Gambling and card-playing, visiting theatres, smoking cigarettes are positively forbidden, and violation of this rule will merit suspension or expulsion. The penalty for minor offenses against the discipline of the school is restricted to the campus for certain lengths of time. Incorrigible boys are not allowed to remain in the Fitting School.

STUDENT BODY ORGANIZATION
There are two especially live literary societies at the Fitting School, the Carlisle and the Legare, and they do fine work in debating and declaiming. All boarding students are required to join one of these societies. The two societies get out a most creditable preparatory school magazine, known as The Record. Any boy in the school may write for this magazine.

The Athletic Association is a well-organized body that is instrumental in regulating the baseball, tennis and basketball teams.

Being situated on the Wofford College campus, the Fitting School receives a great many advantages that would be otherwise inaccessible to the students. The Fitting School students use the same gymnasium, library, science building, and athletic grounds that the College students do, and have a chance to hear all the speakers and lecturers that speak in the College auditorium. The same spirit of Wofford College is making for thoroughness in educational standards being made at the Fitting School, and the desire of the management is to equip the boy for any of our leading Southern colleges. The fall term of 1922 begins Thursday, September 21.

For separate illustrated catalog, including rules and regulations, courses of study and prices, write

W. C. Herbert,
Spartanburg, S. C.
CARLISLE SCHOOL
Bamberg, S. C.

W. C. Duncan, A. B., Headmaster.

The Carlisle School, Bamberg, South Carolina, was established in 1892, and since that time has been doing a splendid work for the training and education of the young people of lower South Carolina. The school has had a checkered career, but for the past eight years has been growing steadily, and is now enjoying the most prosperous year of its history.

The school occupies a campus of about twelve acres in the choice section of the town. On this campus are nine buildings, six of which are used for school purposes—three dormitories, main building, gymnasium, and Headmaster’s home. One of the dormitories is a handsome new three-story brick building. It is modern in all particulars—steam heat, electric lights, hot and cold baths—and one of the best dormitories in the State. The other dormitories are wooden buildings, but very comfortable.

The main building is a two-story brick building, containing a large auditorium, library, society halls and class rooms. It is well adapted to the work for which it was intended.

The Carlisle School now has a boarding capacity of one hundred and twenty-five, and is one of the best equipped schools in the State.

The courses of study offered by the Carlisle School are in accord with the best thought and methods in preparatory education. The school is classed as one of the three “A” grade schools of the State, and as an “A” grade academy by the General Board of Education of the Methodist Episcopal Church, South. The course not only admits to any college, but affords a fair working education to those who cannot attend college.

All wholesome athletics and sports are encouraged at the Carlisle School. The School now has, in Rhoad’s Park, a splendid athletic field, affording ample room for all outdoor games. An open air gymnasium, donated by Mr. C. F. Rizer, has been erected, a physical director employed, and every student is given three hours a week of systematic exercise.

The teachers employed at the Carlisle School are men of the finest character and special training for their work. They are graduates of our leading colleges and universities, and men of successful experience.

Carlisle is a Christian School. The Christian influences are positive and assertive. The students are organized into the Young People’s Christian Association, which holds weekly meetings and special revival services at some time during the year.

Those seeking “a school that stands for work and character” will do well to write for catalogue and particulars.

W. C. Duncan, Headmaster.