1972

Wofford College Catalogue, 1972-73

Wofford College. Office of the Registrar

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WOFFORD COLLEGE
INFORMATION SERIES

“COLLEGE ANNOUNCEMENTS”
1972-73

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**Directory of Correspondence**

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

Correspondence regarding the following matters should be addressed as indicated:

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**LOCATION OF ADMINISTRATIVE OFFICES**

- **The President** DuPre Administration Building
- **The Dean of the College** DuPre Administration Building
- **The Director of Admissions** Marsh Hall
- **The Registrar** DuPre Administration Building
- **The Dean of Students** Burwell Campus Center
- **The Controller** Snyder House
- **The Director of Alumni Affairs** Black Alumni Hall
- **The Director of Development** Black Alumni Hall
- **The Director of Finance** Snyder House
- **The Director of Financial Aid** Snyder House
- **The Director of College Relations** Black Alumni Hall
- **The Director of the Interim** DuPre Administration Building
- **The Director of Capital Resources** Black Alumni Hall

Wofford College reserves the right to make any changes in the College Calendar, College regulations, fees and expenses, or in the courses announced in this catalog.
### 1972-73 College Calendar

#### First Semester

**SEPTEMBER**
- 3 Sunday—Residence Halls will be open to Freshmen and Transfer students.

**Monday**
- Orientation program required of all Freshmen and Transfer students.
- 5 Tuesday—Freshmen Registration 3:30 p.m.
- 5 Tuesday—Residence Halls will be open to returning students.
- 6 Wednesday, 8 a.m.—Registration for returning students and abbreviated class schedule for all students.
- 7 Thursday—Classes begin on regular schedule—8 a.m.
- 7 Thursday—Opening Convocation 11 a.m.
- 15 Friday—Final day for late registration and class changes.

**OCTOBER**
- 17 Tuesday—Founder’s Honors Day.
- 20 Friday—Faculty submits mid-semester reports to the Registrar.

**23-27 Monday-Friday**—Registration for Interim.

**NOVEMBER**
- 18 Saturday—Homecoming
- 22 Wednesday—Thanksgiving Holidays begin after final class or laboratory.
- 27 Monday, 8:00 a.m.—Thanksgiving Holidays end; classes begin.

**DECEMBER**
- 11-16 Monday through Saturday—First semester final examinations.

- 16 Saturday—Holidays begin after final exam.
- 16 Saturday—Residence Halls close at 6 p.m.
General Statement

AIMS OF THE COLLEGE

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

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

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

DEGREES

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

THE CURRICULUM

As a liberal arts college, Wofford does not provide for a specialized education, but offers instead a broader, general education, with the opportunity for the student to achieve a degree of expertise in one field. After completing the "core" or general-education requirements, students at Wofford can major in one of thirteen fields: biology, chemistry, economics and business administration, English language and literature, foreign languages, government,
history, mathematics, philosophy, physics, psychology, religion, and sociology. Study is also possible in departments that do not offer majors: education, military science, fine arts, and physical education.

Students at Wofford may take certain courses which will prepare them for certification in public secondary schools, and for admission into schools of law, medicine, dentistry, engineering, or theology.

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

The academic year at Wofford is divided into three parts: a fall semester of four months; an interim, ending in the month of January; and a spring semester of five months.

THE INTERIM PROGRAM

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

In the semesters, students and faculty take part in an educational program that seeks to embody and build on the best accepted and proved traditions for obtaining a liberal education. While that itself involves considerable use of new materials and new approaches at Wofford, the Interim program has innovation and experiment as its keynotes. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that cannot be justified in the semesters.

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

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

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

*Specifically, each student must participate successfully in one Interim project for each twenty-seven semester hours of credit (twenty-seven full-time hours annually) received after entering Wofford June 1, 1972, and thereafter earned through work at Wofford, or one project for each year of academic work here, for those students who complete all course-work requirements at Wofford in three years.

THE RESIDENCE HALL EDUCATION PROGRAM (RHEP)

The Resident Hall Education Program (RHEP) strives to abandon the traditional classroom as the primary source of instruction. RHEP emphasizes student self-direction in learning and is taught and largely directed by students. However, the program maintains a close learning relationship between the Wofford faculty, student body, administrative staff, and the Spartanburg community at large.

The program is designed to involve Wofford students in a study of the many problems and needs which face
mankind, and to provide opportunities through non-taught courses, student-led seminars and faculty-student plenary sessions for students to explore many of these problem areas. Opportunities are also provided for students to communicate and directly confront each other with original ideas, options, and possible solutions to some of the problems identified by the present generation.

Overall the program attempts to: (1) acquaint Wofford students with the major issues of today; (2) aid students in dealing with conflicting opinions on important issues; (3) involve students in working together toward possible solutions of the problems they face; and, (4) teach students to apply what they learn in the classroom to matters of personal and social concern.

The Residence Hall Education Program is a part of the academic requirements for all freshmen. Twelve hours may be earned by successfully completing two semesters of RHEP by freshmen entering Wofford in the fall of 1972 and thereafter.

The Director of the program and the RHEP Faculty Student Committee serve in an advisory capacity, assigning specific projects and problems to be studied; bringing to the campus outstanding persons with experience related to each project. Upperclassmen participate in the program on a voluntary basis.

COOPERATIVE PROGRAMS

The course and program opportunities offered at Wofford are supplemented by a cooperative cross-registration arrangement recently developed between Wofford and neighboring Converse College. In permitting students of either institution to register on a space-available basis for certain courses offered at the other college but not offered at one's own, this arrangement provides a significant expansion in the number and types of courses available to Wofford and Converse students. Also, it is an excellent example of institutional cooperation, developed in the interest of the efficient use of educational resources, of uncomplicated provision for students' access to the recognized curricular strengths of each institution, and of fostering a historical relationship between two colleges of similar purpose.

Likewise, in addition, Wofford has joined in cooperative continuation-programs with Spartanburg Junior College in the area of law enforcement education, with the Medical University of South Carolina in a joint curriculum leading to both the B.S. and M.D. degrees in five calendar years, and with Columbia University in a two-degree five-year curriculum in liberal arts and engineering.

Further information on these and other cooperative programs is offered in other sections of this catalog or is available on inquiry at the office of the Registrar or of the Dean of the College.

STUDENT AND PERSONNEL POLICY

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

HISTORY OF THE COLLEGE

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

A charter was given by the Legislature of South Carolina, December 6, 1851. Suitable buildings having been erected, a president and professors were elected November 21, 1853, and the College was opened August 1, 1854 with three faculty members and seven students. Since that time it has never been suspended, though for a period during the Civil War it was not above the grade of a classical school. At the close of the war, college classes were again organized.

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

LOCATION AND SURROUNDINGS

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

The College campus consists of about seventy-five acres.

BUILDINGS

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

THE SANDOR TESZLER LIBRARY

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

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

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

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

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

FRIENDS OF THE LIBRARY

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

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

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

EDUCATIONAL STANDING

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

Wofford is the only private college in South Carolina with a chapter of Phi Beta Kappa. The College granted its Charter in August, 1940. The Wofford Chapter, known as Beta of South Carolina, was installed in January, 1941. Eligibility for membership in the Phi Beta Kappa Society is based upon scholarly achievements, high character, and special extra-curricular intellectual attainment.

STUDENT ACTIVITIES

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

RELIGIOUS OPPORTUNITIES

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

ALumni ASSOCIATION

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

Through the Annual Fund the members of the Association have an opportunity to make their loyalty to the College tangible.

FOREIGN STUDY PROGRAM

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

While Wofford does not have its own “Junior Year Abroad” program, a number of programs under the sponsorship of other colleges and universities are open to our students. In the past, Wofford men in these programs have studied in Scotland, Austria, France, and Germany.

A student contemplating such a program of study should consult the Registrar and the Dean of the College at Wofford. The specific courses in which the student plans to study must be approved by the Dean and the chairman of the department in which the student is majoring. After the student’s grades have been evaluated by the Registrar and Dean, as much as thirty semester hours of credit may be granted for a year of full-time acceptable work. Proportionate credit will be granted for less than full-time work.

Various other opportunities for foreign study are available to Wofford students and the College encourages participation in them as well. Mature, capable students who seek a broadening of their perspectives and whose awareness in their area of major interest may be enhanced by foreign study experiences, are urged to look further into the programs listed below:

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

2) The Institute of Mediterranean Studies, with
which Wofford is associated and which sponsors archaeological seminars in the Near East. Up to six semester hours of credit may be earned through this program. (See Religion Department course offerings for further information).

(3) The seven-week summer session at the University of Graz, Austria, sponsored jointly by Wofford and several other colleges are members of the Association of Colleges and Universities for International Studies (ACUIIS). In this program, Wofford students are afforded the unusual opportunity of spending a summer studying and traveling in Europe while at the same time earning six semester hours of credit.

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

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

A ten-day field-study is included in the program. Classes meet Monday through Thursday, leaving weekends for sidetrips which students may wish to take on their own.

The cost is kept at an unusually reasonable level and includes two-way air fare to Austria from one central departure point, six hours tuition, the ten-day field-study room, and one meal per day. In the summer 1972 basic cost was about $925.

For further information contact the faculty representative of ACUIIS.

ARMY RESERVE OFFICER TRAINING CORPS

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

Basic Course—The Basic Course is general in nature and is intended to provide the student with a basic knowledge of the functions, responsibilities, organizations and history of the Army. It also provides the student with some of the basic skills that a soldier normally acquires during Basic Training. There is no military obligation incurred as a result of enrolling in the Basic Course.

Advanced Course—The Advanced Course is more comprehensive and detailed in scope than is the Basic Course. It prepares the student for the responsibilities and obligations he incurs when commissioned a Second Lieutenant. Admission to the Advanced Course is very selective and highly competitive; all who apply are not always accepted. The Army pays each cadet a monthly allowance of $100.00 for participating in the Advanced Program. The student must accept a military service obligation to enroll in the Advanced Course.

ROTC ACTIVITIES

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

DRAFT DEFERMENTS

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

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

DATES OF ENTRANCE

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

APPLICATION PROCEDURES

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

Form I — Application for Admission

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

Form II — Secondary School Record (Transcript)

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

Form III — Appraisal of Applicant

Appraisal forms must be submitted directly from two individuals (one from a current or recent teacher, the
other from some other responsible citizen of your community).

Test Scores—Official Record or Standardized Test Scores

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

Form IV—Medical History and Physical Examination

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

PERSONAL INTERVIEWS AND CAMPUS VISITS

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

NOTIFICATION, REPLY DATES AND RESERVATION DEPOSITS

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

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

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

STANDARDS FOR ADMISSION

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

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

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

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

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

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

EARLY DECISION PLAN

Students with satisfactory high school records, whose first college preference is Wofford, are invited to apply under the Early Decision Plan. These students applying under the Early Decision Plan must take the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) not later than the summer preceding the beginning of their final year in high school and must submit
mit the admissions application prior to November 15 of the senior year. Applicant will be notified by December 1.

**ADMISSION OF NON-HIGH SCHOOL GRADUATES**

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

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

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

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

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

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

**TRANSFER FROM ANOTHER INSTITUTION OF HIGHER LEARNING**

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

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

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

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

**READMISSION OF FORMER STUDENTS**

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

**CREDITS FOR NON-TRADITIONAL EDUCATION**

CLEP—College Level Examination Program

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

cants to Wofford College who anticipate receiving examination and credit for general education requirements or major requirements take the appropriate subject area examinations. Those examinations would be the following:

### College Level Subject Examinations

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Wofford Equivalent</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>English 101</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Analysis and Interpretation of Literature</td>
<td>English 102</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>English Literature</td>
<td>English 200, 201, or 202</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Biology</td>
<td>Natural Science Requirement</td>
<td>8 sem. hrs.</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>Natural Science Requirement</td>
<td>6 sem. hrs.</td>
</tr>
<tr>
<td>Geology</td>
<td>Natural Science Requirement</td>
<td>8 sem. hrs.</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>History 101 and 102</td>
<td>6 sem. hrs.</td>
</tr>
</tbody>
</table>

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

### USAF-UNITED STATES ARMED FORCES INSTITUTE

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

### ADVANCED PLACEMENT

The College also accepts for placement, exemption, or credit acceptable scores (3 or higher) made on tests in the Advanced Placement Program administered by the College Entrance Examination Board. The high school student should consult his guidance counselor about taking these tests and write to the Registrar of Wofford College to determine what scores and tests would be accepted by the departments at the College.

### CORRESPONDENCE

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

### MILITARY EXPERIENCE

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

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

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

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

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

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

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

PRELIMINARY TESTS AND EXAMINATIONS

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

Summer School 1973

The Wofford College Summer School begins on Monday, June 11, and ends on Friday, August 17. The session is divided into two terms of five weeks each. Registration for the first term takes place on Monday, June 11, beginning at 9:00 A.M. Registration for the second term takes place on Monday, July 16. For further information consult the summer school catalog or the Registrar.

THE PURPOSE AND PROGRAMS

The purposes of the Wofford College Summer School are to:

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

CREDITS

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

Various state boards of education have different rules for granting professional credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in the summer school courses. The
State Department of Education in South Carolina has made a complete revision of certification requirements. These requirements specify in some detail the educational training for certification. It should be noted that these requirements include professional courses in education and specialized training in content or subject matter.

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

General Academic Regulations

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

MATRICULATION, REGISTRATION, AND ENROLLMENT

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

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

COURSE LOAD

The normal course load is four courses of three or four semester hours each for two semesters and one four-hour interim project. In addition, freshmen participate in the Residence Hall Education Program, and sophomores take required Physical Education.

First semester freshmen may take no more than the normal course load. Any student who in the preceding semester has received graduation credit for at least four full
courses with better than a C average (at least one B) may take additional work with the permission of the Registrar as long as it does not exceed 17 hours (including current courses taken at another college, but exclusive of a one-hour basic military science, RHEP, and Physical Education courses). Qualified students may petition the Registrar in writing for permission to take more than seventeen hours. The student will be charged a per hour fee for each hour above seventeen hours if the petition is granted.

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

**GRADING SYSTEM**

Effective June 1, 1971, the grading system is as follows:

A—Superior; B—Good; C—Clearly Passing; NC—Credit or not qualified to receive A, B, or C; and I—Withdrawal. The "W" is granted entirely at the discretion of the instructor, but it is never given unless requested by the student.

Only grades of Pass, Pass with Honors, and No Credit are given for work done during the Interim and in the RHEP program and required Physical Education courses.

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

**EXAMINATIONS**

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

**REPORTS ON ACADEMIC PROGRESS**

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

**THE DEAN'S LIST**

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

**ACADEMIC HONORS**

Students who achieve various degrees of academic excellence at Wofford College are graduated with one of the following honors, cum laude, magna cum laude, or summa cum laude. Qualifications for these honors are undergoing change since the advent of the new grading system. They will be made public in the fall of 1972.

**REQUIREMENTS FOR GRADUATION**

Candidates for degrees who entered Wofford College prior to June 1, 1972, must complete 120 hours including general education and major requirements. Within this total a candidate must pass at least 32 courses of 3 or 4 semester hours each (suspended for candidates who graduate on or before August 1973), plus required Physical Edu-
cation, Residence Hall Education Program, and Interim Projects. Candidates for degrees who entered Wofford College after June 1, 1972, must complete 124 hours, 32 courses, general education and major requirements, as well as the required number of Interim Projects.

RESIDENCY REQUIREMENT

The senior year of work (last thirty hours) must be completed at Wofford College. In extremely extenuating circumstances (such as the unavailability in the senior year of required courses), students may be permitted to take up to eight hours of course work at an accredited senior college or university other than Wofford College. The student must obtain the approval of the Registrar and of the chairman of the departments in which the student desires to take such courses.

WITHDRAWAL FROM COLLEGE

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

AUDITING COURSES

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

HONORS COURSES

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

1. Any honors course may count as part of the major requirement in any field.
2. A student shall be allowed to participate in an honors program upon approval by his major department.
3. Only students having a grade of "B" or better in all courses taken during his previous two regular semesters at Wofford College shall be eligible to participate in an honors program. Upon mutual consent of department and student, the department shall submit to the Curriculum Committee the request that the student be allowed to participate in an honors program. The request shall be accompanied by a statement concerning the general nature of the work to be undertaken.
4. An honors program may be undertaken only by seniors and will carry a maximum credit of 6 semester hours and will receive a grade of Pass, Pass With Honors, or No Credit.

5. The course, if completed satisfactorily, shall be entered on the student’s permanent record with a notation to the effect that it is an honors course. Also, the student shall be mentioned at commencement exercises—and shall be listed in a special section of the college catalog of his graduation year—as having attained “high honors” or “honors” in his field, providing he received an “H” or a “P” in his honors program.

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

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

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

9. Applications for honors courses should be made at least in time for consideration by the Curriculum Committee at its last scheduled meeting in the student’s junior year, or when circumstances do not permit this action a special meeting of the Curriculum Committee to be held prior to the first Faculty Meeting of his senior year.

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

IN-COURSE HONORS

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

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

A. At least one previous semester at Wofford.

B. B average, either cumulative or current.

A written request for In-Course Honors must be presented to the course instructor.

B. A planned program of study must be submitted before the end of the third week of the semester. A special form for this purpose will be available to the student in the office of the Registrar. The complete form will be retained by the course instructor or the dean of the College.

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

IN-COURSE HONORS REQUIREMENTS, PROCEDURES, AND CREDIT.

1. Consist of independent study, under tutorial guidance;

2. Exhibit “plus qualities” such as initiative, creativity, intellectual curiosity, critical thinking, sound methodology;

3. Include a terminal essay which analyzes or exhibits the results of the study;

4. Culminate in an oral examination by a committee (appointed by the department chairman) of three faculty members including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination shall not exceed approximately one hour.

D. Upon satisfactory completion of In-Course Honors the instructor will report the regular course grade with the suffix H added to the course number and with the signatures of at least two of the examiners appearing on the report card.
E. The Registrar will add the H suffix to the course number on the student's record and allow one term hour credit for the honors work in addition to the regular course credit.

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

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

College for his approval a Required Class Withdrawal Form for the student. The Dean of the College will inform the instructor, the student, and other interested parties of the required withdrawal.

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>6 full courses</td>
</tr>
<tr>
<td>Second Year</td>
<td>13 full courses</td>
</tr>
<tr>
<td>Third Year</td>
<td>21 full courses</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>29 full courses</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>32 full courses</td>
</tr>
</tbody>
</table>

and all other requirements for graduation.

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

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

**Bachelor of Arts or Bachelor of Science Degree**

**GENERAL REQUIREMENTS**

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

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

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

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

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

**AWARDING OF DEGREES**

Degrees are awarded twice a year in May and August.

**REQUIREMENTS FOR THE DEGREE**

The requirements for the B.A. and B.S. degrees listed here are applicable only for those students who enrolled for the first time at Wofford College after June 1, 1972. All other students must consult the 1971-1972 catalog or
the Registrar if there is any doubt about their requirements for the degree. It is the responsibility of the student to ascertain and meet his requirements for the completion of the degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>B.A. Semester Hours</th>
<th>B.S. Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Seminar</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>RHEP</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Major Work</td>
<td>18-32</td>
<td>18-32</td>
</tr>
</tbody>
</table>

Interims and Electives
for a total of 124

In addition to the above, the college requires the student completing requirements for the degree after August 1973 to pass 32 three or four hour courses.

English 102, and one of the following 200, 201 or 202.
six semester hours

Fine Arts
three semester hours
This requirement is met by successfully completing one of the following courses:
Art 201, 250, 303
Drama 250
Music 201 or 202

Foreign Languages
three or six semester hours
This requirement may be met in one of two ways: by successfully completing six hours of a language on the intermediate level; or three semester hours beyond the intermediate level; or by completing two semester of literature in translation course.

History, Philosophy, Religion
twelve semester hours
This requirement is satisfied by the completion of one course in each department plus one additional course in either department the student may choose. The following courses will satisfy the requirements:

History 101, 102, 103
Philosophy 201, 211, 221
Religion 201, 203, 205

Humanities 101
three semester hours.
This seminar course is required of every freshman.

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

Natural Science, B.A. Degree
eight semester hours.
This requirement may be satisfied by the completion of Science 101, 102 in the freshman year.* If, for any reason, this is not done, the requirement must be met by satisfactory completion of two semester courses in the same department, chosen from the following list:
Biology 101, 102, 121, 122, 223, 224
Chemistry 123, 124
Geology 111, 112
Physics 121, 122
Psychology 331, 332, 341, 342

Natural Science, B.S. Degree
sixteen semester hours.
This requirement is satisfied by the completion in each of two departments of two courses chosen from the following list:
Biology 121, 122, 223, 224
Chemistry 123, 124
Geology 111, 112
Physics 121, 122
Psychology 331, 332, 341, 342

Science Hall Education Program
two semester hours.
This requirement of all freshmen (and transfer stu-

*By written notice to the Registrar an instructor may certify satisfactory completion of the Natural Science requirement when warranted by the second semester improvement of a student who failed to pass the first semester.
dents with less than 24 hours) is met by completion of two semesters of this program degree from Wofford College, as listed in the preceding paragraphs. The general education requirements should be cognizant of the requirements for a major in a major subject. A course open primarily to Freshmen may not count as part of the major work.

Majors must complete two semester hours in a major subject. A course open primarily to Freshmen may not count as part of the major work.

Major Work consists of eighteen to thirty-two semester hours in a major subject. A course open primarily to Freshmen may not count as part of the major work. Under no circumstances may a required course be used to satisfy the requirements of major work. A “C” average in major work is required.

A student may not take more than thirty-six semester hours toward a Bachelor’s degree in any department. Required Freshman and Sophomore courses shall not be included in the thirty-six semester hour limit.

Free Electives

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

OMISSION OF REQUIRED COURSES

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

THE FRESHMAN AND SOPHOMORE YEARS

Each freshman will take four courses to include three courses prescribed by the college and one elective in
**Combined Courses and Teacher Certification**

**Combined Academic-Engineering Courses**

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

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

### COMBINED COURSES AND TEACHER CERTIFICATION

#### COURSE REQUIREMENTS — ENGINEERING

<table>
<thead>
<tr>
<th>PHYSICAL SEQUENCE</th>
<th>CHEMICAL SEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLUMBIA</strong></td>
<td><strong>COLUMBIA</strong></td>
</tr>
<tr>
<td>1st Year—</td>
<td></td>
</tr>
<tr>
<td>Hist. 101-102</td>
<td>Hist. 101-102</td>
</tr>
<tr>
<td>Math. 121, 122</td>
<td>Math. 121, 122</td>
</tr>
<tr>
<td>Chem. 123, 124</td>
<td>Chem. 123, 124</td>
</tr>
<tr>
<td>Eng. 101, 102</td>
<td>Eng. 101, 102</td>
</tr>
<tr>
<td>Lang. 101-102</td>
<td>Phil. (2nd Semester) 201</td>
</tr>
<tr>
<td>Phil. (2nd Semester) 201</td>
<td></td>
</tr>
<tr>
<td>2nd Year—</td>
<td></td>
</tr>
<tr>
<td>Hist. 101-102</td>
<td>Lang. 101-102</td>
</tr>
<tr>
<td>Math. 151-172</td>
<td>Math. 151, 172</td>
</tr>
<tr>
<td>Eng. 201-202</td>
<td>Eng. 201-202</td>
</tr>
<tr>
<td>Phy. 121-122</td>
<td>Phy. 121, 122</td>
</tr>
<tr>
<td>Lang. 201-202</td>
<td>Chem. 201-202</td>
</tr>
<tr>
<td>Phys. Education 101, 102</td>
<td>Phys. Education 101, 102</td>
</tr>
<tr>
<td>3rd Year—</td>
<td></td>
</tr>
<tr>
<td>Soc. Sci. 200, 210</td>
<td>Religion 251, 252</td>
</tr>
<tr>
<td>Physics 251, 260</td>
<td>Soc. Sci. 200, 210</td>
</tr>
<tr>
<td>Math. 205, 206</td>
<td>Physics 253</td>
</tr>
<tr>
<td>Religion 251, 252</td>
<td>Chem. 312-322</td>
</tr>
<tr>
<td>Phys. (1st Sem.) 331</td>
<td>Chem. 322</td>
</tr>
<tr>
<td>Elective (2nd Sem.)</td>
<td>Lang. 201-202</td>
</tr>
</tbody>
</table>

### TEACHER EDUCATION PROGRAM

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

Careful planning and selection of courses is required in order to satisfy both college requirements and those of teacher certification. The earlier in his college career the student registers his interest in teaching with the Department of Education, the more readily can this planning be
CATALOG OF WOFFORD COLLEGE

effecting. The College can within reason assure the student of satisfactory fulfillment of certification requirements if he consults not later than the second semester of the sophomore year, and follows the prescribed courses in the teacher education program. Teacher education candidates should select a major (except physical education) in one of the subject fields normally taught in the public schools. Additional time supplementing the regular four-year college course may be required by the program if students report later than the first semester of the Junior Year.

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

### GENERAL EDUCATION

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

### PROFESSIONAL EDUCATION

**A. Adolescent Psychology**
  - (Education 300)

**B. Principles and Philosophy of Education**
  - (Education 326)

**C. Principles of Learning, Materials and Methods**
  - (Education 332, Education 405)

**D. Student Teaching in High School**
  - (Education 409-410)

Total Semester Hours

### RECOMMENDATION FOR CERTIFICATION

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

### COMBINED COURSES AND TEACHER CERTIFICATION

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>36</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>24</td>
</tr>
<tr>
<td>History</td>
<td>18</td>
</tr>
<tr>
<td>Languages</td>
<td>18 to 30</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18</td>
</tr>
<tr>
<td>Science (Natural)</td>
<td>18 to 30</td>
</tr>
<tr>
<td>Social Studies</td>
<td>30</td>
</tr>
</tbody>
</table>

It is suggested that teacher education candidates take one course in Biology and two semesters of chemistry, physics, or geology. Another possible combination might be two courses in Biology and Geology 111.
Departments and Courses of Instruction

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

Students should be aware that they may have access also to a number of courses offered at Converse College but opened to Wofford students, under the terms of a cooperative cross-registration arrangement. The privileges of this arrangement are available to students in good standing, provided that there is space for their enrollment in the given courses and that the course are not offered at Wofford.

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

KEY TO THE COURSE NUMBERING SYSTEM

Courses numbered in the 100's are primarily for freshmen and sophomores.

Courses numbered in the 200's or higher are primarily for juniors and seniors.

Course numbers separated by a hyphen (e.g.: 201-202) indicate a full year course for which credit is not given unless the work of two semesters is completed; such a course may not be entered at the second semester.

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

Single course numbers (e.g.: 265) indicate unitary one semester courses.

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

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

BIOLOGY

Mr. Leonard, Chairman
Mr. Dobbs, Mr. Hubbard, Mr. Patton.

Major prerequisites: None

Major requirements:

All must be completed to the satisfaction of the departmental staff.
Biology 121, 122, 223, 224
Four advanced courses chosen in consultation with the departmental chairman. One of these may be a three-hour, non-laboratory course.
Senior Seminar (Biology 452) in the senior year.
Departmental Reading Program in the junior year.
Comprehensive examination in the senior year.

A regular major in Biology is acceptable by all medical and dental schools. Therefore, the department does not offer a special major for pre-medical and pre-dental students.

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

101. General Biology
Fundamental facts and principles of animal life. (3-3-4) Staff

102. General Biology
Fundamental facts and principles of plant life. (3-3-4) Staff

121. Introduction to Molecular and Cell Biology
Introduction to morphological, chemical, biophysical and physiological studies of living cells. (3-3-4) Mr. Hubbard

122. Introduction to Genetics and Development
Study of the basic concepts of inbreeding and subsequent development of organisms. (3-3-4) Mr. Hubbard

103. Introductory Animal Biology
Study of animal structure and function with emphasis on adaptive relationships. (3-3-4) Mr. Dobbs

104. Plants and Ecosystem
Study of plant structure and function as aspects of behavior in population, community, and ecosystem. (3-3-4) Mr. Patton

105. Genetics
Study of the principles of heredity and emphasis on the more recent work and findings in the field (3-3-4) Mr. Dobbs

106. Developmental Biology
Study of the developmental processes and structures formed in organisms. (3-3-4) Mr. Patron

107. Microbiology
Study of the microscopic forms of life, including structures, functions, and controls. (3-3-4) Mr. Dobbs

108. Invertebrate Zoology
Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in man. (3-3-4) Mr. Dobbs

109. Form and Function
Study of the intimate relationships in unit between the morphology and the physiology of organisms at the organ system level. (3-3-4) Mr. Lindsay

110. Plant Life
Study of vascular and nonvascular plants with emphasis on the local flora. (3-3-4) Mr. Patton

307. Ecology
Study of the interrelationships of the environment and organisms, including man. (3-3-4) Staff

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

402. Human Genetics
Non-laboratory study of the principles of genetics as they apply to the human. (3-0-3) Mr. Dobbs

404. Physiological Principles
Study of the leading ideas and concepts of the physiology of the human. (3-3-4) Mr. Dobbs

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

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

Honors Course and In-Course Honors
The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to Honors Courses, page 33 and In-Course Honors, page 34, in the current catalog.
CHEMISTRY

Mr. Cavin, Chairman

Mr. Loftin, Mr. Morrow, Mr. Schwab, Mr. Stephen, Mr. Tolbert

Major Prerequisite: Chemistry 123-124

Major Requirements:

All majors require: Chemistry 201-202, 211, 212. Mathematics 121, 122. Physics 121, 122.

Professional Chemistry Major: Chemistry 311-312, 322, 410, 420; Mathematics 151, 172 and reading knowledge of German. Either 430 or 451-452 are strongly recommended electives for this major.

Liberal Arts Chemistry Major: Chemistry 311-312 and two electives chosen from Chemistry 322, 410, 420, 430, or 451-452.

Pre-Medical Science Chemistry Major: Chemistry 301, 302 and two advanced electives chosen in any combination from Chemistry (322, 410, 420, 430 and 451-452), Biology, or Physics, and approved by the Chemistry Department.

High School Chemistry Teacher Major: Chemistry 301, 302, 322 and one advanced elective chosen from Chemistry 410, 420, 430 or 451-452.

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

101, 102. Science. Investigation in Science

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

123-124 General Chemistry

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

201-202. Organic Chemistry

A study of the carbon compounds with emphasis on structure and mechanisms. Prerequisite: Chemistry 124. (3-3-4) each semester. Mr. Cavin

211, 212. Introductory Analytical Chemistry

Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124. (3-3-4) each semester

311, 312. Physical Chemistry for the Medical and Life Sciences

Advanced aspects of the physical chemistry of biopolymers which are especially applicable to the medical and life sciences. Prerequisite: Chemistry 201-202; Mathematics 121, 122; Physics 121, 122. Recommended: Chemistry 211, 212. (3-3-4)

II. Biochemistry

Prerequisite: Advanced Chemistry 311-312. (0-6-2)

Chemistry 322, 410, 420, 430, and 451-452.

III. Inorganic Chemistry

A study of inorganic chemistry with emphasis on the periodicity of the elements and development of modern theories of the relationships of chemical behavior and structure. Prerequisite: Chemistry 311 (co-requisite: 312 or 301). (3-3-4)

410. Structural Analysis of Organic Compounds

Integrated application of instrumental and classical techniques to research oriented problems in structural organic chemistry. Prerequisites: Chemistry 311-312 (or 301) and a reading knowledge of German. Alternate years. (2-6-4) Mr. Cavin

420. Chemical Instrumentation

Instruments and methods in: Absorption and emission spectrometry, gas chromatography, mass spectrometry, radioisotope and electrometric measurements. Prerequisites: Chemistry 311-312 (or 301) and a reading knowledge of German. (2-6-4) Mr. Loftin

430. Advanced Analytical Chemistry

Lectures in the theory and practice of analytical chemistry. Sampling, dissolution, isolation (separation) and measurement of the components in complex systems. Analytical research and methods development. Pre- or corequisite: Chemistry 420. Alternate years. (3-6-3) Staff

451-452. Senior Research

Guided original research of a simple nature in the field of the student's interest. Introduction to basic research principles. Library and laboratory research leading to solution of the problem and a written report. Prerequisites: Chemistry 311-312 (or 301), a reading knowledge of German; approval of the department and permission of the instructor. (0-6-2) each semester Staff

ECONOMICS

Mr. Stephenson, Chairman

Mr. Arthur, Mr. Fulmer, Mr. Green

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

Major prerequisites: Economics 201, 202; Mathematics 121.
EDUCATION

Mr. Prince, Chairman

There is no major in education, but students are required to complete the professional education program by completing Psychology 300; Educational Psychology 332; Education 362, 405, and 409-410. For a full statement regarding teacher education, see page 43.

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

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

326. History and Philosophy of American Education
The historical development of education in the United States. (3-0-3) Mr. Prince

332. Educational Psychology
Theories of learning applied to the classroom. (3-0-3) Mr. Prince

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

409-410. Student Teaching
Supervised teaching experience in local public schools during the fall semester and Interim of the senior year. Prerequisites: Psychology 300 and Educational Psychology II. Prerequisite or co-requisite: Education 405. (6-0-6) Mr. Prince

418. Methods of Teaching Driver Education
To develop the organizational and management of a driver education program in public and private schools. This includes the teaching of the operating and simple maintenance of an automobile; the development of traffic studies and awareness and the study of general traffic problems concerning industries. Problems in traffic and highway safety will be discussed along with possible solutions. Prerequisite: 12 semester hours in education and satisfactory completion of Education 418 or by permission of instructor. Must have a valid driver's license. (3-0-3) Mr. Prince

419. Advanced Theories and Techniques in Driver Education
To develop the organic development of a driver education program designed to engage the student during his first semester on campus, in independent inquiry in the area of humanistic studies. Special attention will be given to the questions that will face the student. There will be frequent group assignments, and several short essays will be required. (3-0-3) Staff

ENGLISH LANGUAGE AND LITERATURE

Mr. Chewning, Chairman

Mr. Covington, Mr. Dooley, Mr. Cross, Mr. Henry, Mr. Minus, Mr. Miller, Mr. Peavey, Mr. Secondi, Mr. Woodward

Major prerequisites: English 200, 201.

Major requirements: Eight advanced courses, including one from each of the following groups:
I. 301, 303, 305, 311, 313, 314, 331, 337.
III. 321, 322, 339.

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

201. English Literature To 1800
Study of works representative of the major writers and periods from the Middle Ages through the eighteenth century, with emphasis on critical understanding of these works and on the influences that produced them. (3-0-3) Staff

202. English Literature Since 1800
Study of works representative of the major writers and periods from the Romantic movement to the present, with emphasis on critical understanding of these works and on the influences that produced them. (3-0-3) Staff

301. English Medieval Literature
Reading in Old and Middle English literature, in translated or modernized versions, through the end of the fifteenth century, excluding Chaucer. (3-0-3) Mr. Henry
303. Seventeenth Century English Literature to the Time of the Restoration

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

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

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

307. The Romantic Period

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

308. The Victorian Period

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

311. Chaucer

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

313. Shakespeare (Early Plays)

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

314. Shakespeare (Later Plays)

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

317. Milton

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

321. American Literature to the Civil War

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

322. American Literature Since the Civil War

Continuation of 321. (3-0-3) Mr. Dade

323. English Drama

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

324. Contemporary Drama

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

337. The Early English Novel

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

338. The Later English Novel

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

339. The Modern Novel

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

341. Contemporary Literature

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

343. Comparative Literature

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

344. Comparative Literature

Continuation of 343. (3-0-3) Mr. Miller

345. Principles of Literary Criticism

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

481. Special Topics in Literature

A seminar intended mainly for advanced English majors. Topics may vary from year to year. (3-0-3) Staff

FOREIGN LANGUAGES

Mr. Adams, Chairman
Mr. DeVelasco, Mr. Forbes, Mrs. Gagarine, Mrs. Gilbert, Mr. Remirez, Mr. Secondi

Major prerequisites: Completion of courses 201 and 202 of each language of concentration selected for advanced study.

Major requirements: Eighteen semester hours above course 202 level. It is recommended that a student spend his junior year abroad studying in a country where his language of concentration is native. All major programs must have the approval of the departmental staff.
The student is advised to take the Advanced Placement tests of the College Entrance Examination Board in French, Spanish or German before the end of his senior year in high school so that the College can evaluate his senior year of high school language and place him at the appropriate level of college study of his language.

Special Readings in a Foreign Language

A special reading course under the direction of a staff member, in Chinese, French, German, Greek, Latin, Russian, or Spanish and designated 101, 102, 403, 404 preceded by the name of the language may be arranged for the individual student by special permission of the chairman of the department and the instructor responsible for directing the work. These courses are restricted to students majoring in the department of foreign languages. Prerequisites: completion of course 201, 202 of the language concerned. (0-0-3) Each course Staff

CHINESE

101-102, Elementary Chinese
Elementary Chinese ideograph; pronunciation, dictation, conversation; memorizing of common idioms and everyday expressions; reading of easy stories. (3-0-3) Each semester Mr. Ling

201-202, Intermediate Chinese
Reading of selections from standard prose writers. Chinese calligraphy; advanced composition and conversation. Prerequisite: Chinese 101-102 (3-0-3) Each semester Mr. Ling

FRENCH

101-102, Elementary French
Elementary French grammar; pronunciation; dictation; conversation; memorizing of common idioms and everyday expressions; reading of easy stories. (3-1-3) Each semester Staff

201-202, Intermediate French
Reading of selections from standard prose writers. Advanced grammar, composition and conversation. Prerequisite: French 101-102 or two years of high school French. (3-1-3) Each semester Staff

221-222, French Literature in Translation
Representative selections of French literature in English translation lectures, class discussions and written and oral reports. (Not sanctioned for major in foreign language) (3-0-3) Each semester Mr. Adams

301, 302, Composition and Literature
Conducted in French. Conventional composition and reading; study of selected works. Prerequisite: French 201-202. (3-0-3) Each course Mr. Adams

353, 354, General View of French Literature
Lectures, rapid reading of representative works; history of literature reports. Prerequisite: French 201-202, or the equivalent. (3-0-3) Each course Mr. Adams

355, 356, German Literature of the Nineteenth Century
Lectures, discussions, reports. The second semester will be spent principally studying the works of Goethe, returned to the first semester and the second those of Lessing and Schiller. (3-0-3) Each course Mr. Forbes

GERMAN

101-102, Elementary German
Elementary German grammar; pronunciation; dictation; conversation; memorizing of common idioms and everyday expressions. Reading of easy stories. (3-0-3) Each semester Mr. Adams

201-202, Intermediate German
Reading of selections from standard prose writers. Advanced grammar; composition and conversation. Prerequisite: German 101-102 or two years of high school German. (3-1-3) Each semester Mr. Forbes and Mrs. Gilbert

221-222, German Literature in Translation
Representative selections of German literature in English translation lectures, class discussions and oral reports. (Not sanctioned for major in foreign language) (3-0-3) Each semester Mr. Forbes and Mrs. Gilbert

301, 302, Conversation and Composition
Conducted in German. Intended to drill the student in the application of grammar and the idiomatic usage of German. (3-0-3) Each course Mrs. Gilbert

321, 332, Scientific German Readings
Reading of scientific texts of standard difficulty intended for science majors who plan to enter graduate school. (3-0-3) Each course Mr. Forbes

GREEK

101-102, Beginner's Greek
A thorough study of some book for beginners in connection with reading, in the original, myths, fables, and stories from Greek life. (3-0-3) Each semester Mr. Secondi

201-202, Anabasis and New Testament
During the first semester two or three books of the Anabasis will be read. The second semester will be devoted to the study of New Testament Greek. Sight reading will be practiced throughout the entire year. (3-0-3) Each semester Mr. Secondi

353, 354, Readings in Greek Literature
Reading of selected plays of Euripides, Sophocles and Aristophanes: reading selections from Plato (The Apology), Herodotus and Lysias. (3-0-3) Each semester Mr. Secondi

LATIN

101-102, Latin for Beginners
Grammar and pronunciation. Readings in easy Latin study of a selective English word list of about 600 words in cultivated usage is an integral part of the course. (3-0-3) Each semester Mr. Secondi

201-202, Reading in Latin
Reading of Latin prose and poetry. The study of the list of carefully chosen English words of mature usage is continued in the second year of Latin. Prerequisite: Latin 101-102. (3-0-3) Each semester Mr. Secondi
GEOL0GY

Mr. Harrington, Chairman

There is no major in Geology.

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

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

Mr. Harrington
GOVERNMENT

Mr. Dunson, Chairman

Mr. Fowler, Mr. Ling, Mr. Roussos

Major Prerequisite: Government 201

Major Requirements: Twenty-four semester hours beyond Government 201

The following distribution requirement must be met:

Six semester hours in Division A (American Government), including Government 202

Six semester hours in Division B (International Relations and Comparative Government), including Government 340 and either Government 351, 360, or 361

Three semester hours in Division C (Political Theory)

201. Introduction to Political Science
An introduction to the study of politics. (3-0-3) Mr. Fowler

DIVISION A: AMERICAN GOVERNMENT

202. Introduction to American Government
An introductory survey of American government with emphasis on the structure and powers of national governmental institutions. (3-0-3) Mr. Dunson

311. American Political Parties
A study of the roles, functions, and structure of political parties in the American political system. (3-0-3) Mr. Fowler

320. Southern Politics
A study of the various influences that determine the politics of the South. (3-0-3) Mr. Fowler

330. American State and Local Government
A study of the structure, functions, and powers of state and local governments and of problems in intergovernmental relations. (3-0-3) Mr. Dunson

411. Constitutional Law of the United States
A survey of the major decisions of the Supreme Court of the United States. (3-0-3) Mr. Dunson

480. Special Topics in American Government
Selected topics in the functioning, policies, organization, and theory of American government. Subject matter will vary. (3-0-3) Mr. Dunson and Mr. Fowler

DIVISION B: INTERNATIONAL RELATIONS AND COMPARATIVE GOVERNMENT

340. International Politics
A study of the relations among peoples, groups, and states in the world community and the forces, processes, and conditions which condition national policies of states. (3-0-3) Mr. Ling

351. Government of Asia
An examination of the governmental structures, political processes, and international relations of Asian countries in historical and cultural perspective. (3-0-3) Mr. Ling

DIVISION C: POLITICAL THEORY

361. Governments of Europe
A comparative study of the governmental systems of the major states of Europe. (3-0-3) Mr. Dunson

416. Comparative Political Parties
An international survey of the origin, organization, and functions of political parties. (3-0-3) Mr. Fowler

476. Problems of Political Development
An examination of the major problems confronting developing states in the international system with emphasis on Africa and Latin America. (1-2-3) Mr. Ling

490. Special Topics in International Relations and Comparative Government
Selected topics in international politics and comparative politics. Subject matter will vary. (3-0-3) Staff

HISTORY

Mr. Jones, Chairman

Mr. Bayard, Mr. Killian, Mr. Racine, Mr. Thoroughman

Major Prerequisites: History 101, 102

Major Requirements:

A major consists of twenty-one hours, which must include History 201 and 202. All majors also must meet certain departmental distribution requirements, must pass History 265, and must complete a special senior program.

102. History of Modern Western Civilization since 1815
A continuation of History 101, bringing the survey down to the present. (Not open to students who take History 103). (3-0-3) Staff
103. History of Western Civilization Since 1870
A basic survey of Western Europe since the development of nationalism and the beginning of the "new imperialism" which has so involved the world with Western Civilization. (Not open to students who have had History 102). (3-0-3) Staff

201. History of the United States, 1763-1848
Political, social and economic. Required for history majors. (3-0-3) Mr. Jones, Mr. Killian, Mr. Racine

202. History of the United States, 1848-1914
Continuation of History 201. Required for history majors. (3-0-3) Mr. Jones, Mr. Killian, Mr. Racine

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

301. England to 1688
England's emergence as a nation; its people, government, constitution, and religion, through the religious problems and constitutional settlement of the seventeenth century. (3-0-3) Mr. Thoroughman

302. England Since 1688
The history of modern Britain since the Glorious Revolution. (3-0-3) Mr. Thoroughman

303. Colonial Latin America
Colonial history of Latin America, dealing with exploration and discovery, colonial institutions and society, and political developments. (3-0-3) Mr. Jones

304. Latin America Since Independence
A continuation of History 303, beginning with the national period to about 1800. (3-0-3) Mr. Racine

305. History of South Carolina
A survey of the state's history during colonial and early national periods. (3-0-3) Mr. Jones

306. History of South Carolina
Continuation of History 305 to about 1800. (3-0-3) Mr. Jones

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

308. History of the New South
The South since the Civil War. (3-0-3) Mr. Jones

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

310. Twentieth Century America
History of the United States since 1914. (3-0-3) Mr. Jones and Mr. Leaven

311. U. S. Social and Intellectual History to 1860
A study of intellectual developments (Puritanism, the Great Awakening, the American Enlightenment, Transcendentalism); includes reading representative works and biographies of the major thinkers. Emphasis will be placed on social history with special attention to revivalism, reform, women, slavery, popular culture, education, and labor. (3-0-3) Mr. Racine

312. American Social and Intellectual History Since 1865
The history of ideas in the United States, emphasizing the relationship of ideas and society. Topics: The growth of modern science, and the intellectual milieu of the Enlightenment. (3-0-3) Mr. Racine

370. Europe, 1789-1870
A survey of the growth of nationalism and democracy in modern Europe, with attention also being given to social conditions and intellectual climate. (3-0-3) Mr. Bayard and Mr. Thoroughman

380. Europe, 1870-1918
A survey of Europe, with attention to social conditions, the new states, the rise of imperialism, world politics and the struggle for power. (3-0-3) Mr. Bayard

381. Europe and the World, 1918-1935
This course and its sequel, History 382 are designed to furnish historical background for better understanding of complex contemporary world problems. (3-0-3) Mr. Bayard

382. The World Since 1935: New Age of Conflict
A continuation of History 381. (3-0-3) Mr. Bayard

450. Independent Study in United States History
Opportunity is offered to the student to develop projects of special interest. After approval of topic by the instructor, the student is expected to engage in general bibliographical study, report on his reading, and to produce such paper or papers as di-
CATALOG OF WOFFORD COLLEGE

rected by the instructor. Periodic conferences with the instructor. Prerequisite: Junior or Senior standing, approval of the department, and permission of the instructor. Such programs to be approved at least six weeks prior to registration day.

(1-0-3)  

460. Independent Study in European History
Same as History 450, except in European field. (1-0-3)  

491. Special Topics in European History
Same as History 481, except in European field. (3-0-3)  

481+. Special Topics in United States History
Selected problems, periods, or themes for intensive study and exam reading. Subject matter will vary, each topic will be assigned a special number when announced. Advance permission of instructor required. (3-0-3)  

MATHMATICS AND ASTRONOMY

Mr. Hill, Chairman

Mr. Bell, Mr. Pegram, Mr. Robinson

Major Prerequisites: Math 121, 122, 151, 172, 181, 182, 201, 202, 205, 206.

In addition, for recommendation to graduate school, at least one of the following courses should be taken: Math 231, 232, 241, 242, 251, 252.

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

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

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

111, 112. Elementary Probability and Statistics
An introduction to the ideas and applications of probability and statistics especially for students of the social sciences. No prerequisite except for those sections designated as computer-oriented for which a modest programming ability is prerequisite or corequisite. (3-0-3) Each course Staff

121, 122. Calculus of One Variable
Differential and integral calculus of one variable. Prerequisite: Math 102 or high school equivalent. (3-0-3) Each Course Staff

151. Multivariate Calculus
Partial derivatives and multiple integrals. Prerequisite: Math 111, 112. (3-0-3) Each Course Staff

172. Differential Equations
Ordinary differential equations with applications. Prerequisite: Math 111, 112. (3-0-3) Each Course Staff

210, 211. Advanced Probability and Statistics
A somewhat more thorough treatment of probability and statistics than Math 111, 112 for students with working knowledge of calculus. (3-0-3) Each course Staff

231, 232. Analysis II and III
Topics from real and complex variable theory. Prerequisite: Math 181, 182. (3-0-3) Each course Staff

241, 242. Algebra II and III
Further study of structure in abstract algebra. Prerequisite: Math 181, 182. (3-0-3) Each semester Staff

251, 252. Topology II and III
Advanced work with topological spaces. Prerequisite: Math 202.

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

MILITARY SCIENCE

Colonel Hayes, Chairman

Major Department

Captain Bird

Captain Davis

Captain King

SM Hudson

SSG Atkinson

SSG Balaban

There is no major in Military Science.

Military Science is divided into several subcourses, each being a complete subject within itself and forming the basis for more advanced training. Freshmen meet once a week for 90 minutes. Their instruction alternates between practical exercise in dismounted drill and graded classroom work. Sophomores have classroom work each week...
in addition to practical exercises on Monday afternoons. Juniors and Seniors attend classes for 3 hours each week in addition to conducting practical exercises. Satisfactory completion of the four courses together with the college degree results in either a Reserve or Regular Army Commission as a Second Lieutenant in the Army.

101-102. Military Science Course I Orientation of US Defense Establishment, Organization of the Army, Marksmanship, and Leadership Development. (1-0-1) Each semester. Staff

201-202. Military Science Course II 201—Map and Aerial Photograph Reading, Introduction to Operations and Basic Tactics. (1-1-1); 202—American Military History. (3-0-3) Staff

301-302. Military Science Course III Theory of Leadership, Military Teaching Principles, Branches of the Army, Small Unit Tactics and Communication, Pre-Camp Orientation, Internal Defense/Developments, Legislations, and Responsibilities of Officer, and Leadership Laboratory. (3-1-3) Each semester. Staff

FINE ARTS

Mr. Gross, Chairman

Mrs. Armitage (leave of absence, 1972-73), Mr. Bilanchone, Mr. Davidson, Mr. Hanks, Mr. Lentz.

There is no major in Fine Arts. General Education Requirement is satisfied by the completion of one of the following: Art 201, 250, 301; Drama 250; Music 201, 202.

201. Art Appreciation A survey of Western Art, intended to build a background for appreciation. (3-0-3) Mr. Lentz

250. Two-Dimensional Design and Technique A course designed to introduce the student to the various media and designs available to him in the two-dimensional surface. Two four-hour studio sessions per week for a total of three semester hours credit. Students will supply their own materials. (0-8-3) Mr. Lentz

301. Italian Renaissance Art A study of the major art of the Italian Renaissance, intended to give the student a background and develop appreciation for this significant era. (3-0-3) Mr. Lentz

302. Greek and Roman Art A survey of the classical art of the ancient world with particular emphasis on Greece. Some attention will be given to Classical Revival Architecture in the South. (3-0-3) Mr. Lentz

303. Baroque and Classical Music Literature Survey A study of selected literature representative of the Baroque and Classical style eras. (3-0-3) Mr. Bilanchone

304. Romantic and Contemporary Music Literature A study of selected literature representative of the Romantic and Contemporary style eras. (3-0-3) Mr. Bilanchone

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

301. The History of Music A survey of the history of music from 1600 to the present time. (3-0-3) Mr. Bilanchone

201. Oriental Art A survey of the art of the Orient, including major periods and examples in China, India and Japan, studied against their cultural and historical background. (3-0-3) Mr. Lentz

250. Music Laboratory Applied music in the form of participation in one of the approved music activities such as Glee Club, Stage/Concert Band, or private instruction* as offered, while enrolled in one of the music courses. (1 to 2—1 to 3—1) Mr. Bilanchone

*An additional fee is charged for private instruction.
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PHILOSOPHY
Mr. Anglin, Mr. Hudgens, Mr. Keller

General Education Requirement: satisfied by the completion of Philosophy 201, 211 or 221.

Major Prerequisite: Completion of the General Education Requirement is prerequisite to further work in the department.

Major Requirements: Twenty-one semester hours of major work which must include 211 or 212, 351, 352 and 372. The General Education Requirement may not be counted. Comprehensive examination during the senior semester of senior year.

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

211. Principles of Ethics
A study of ethical principles and their significance in life. (3-0-3) Staff

212. Social Ethics
A consideration of practical problems and alternative solutions incident to life in our modern world. (3-0-3) Staff

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

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

322. Philosophy of Science
Examination and evaluation of assumptions, laws, and methods of science with attention to problems as the unity of science. (3-0-3) Staff

340. Philosophy and Theology in Dialogue
Each term the course is offered as a seminar in philosophy and theology, whose work is based upon or shaped by that philosopher - are studied. (3-0-3) Staff

351. History of Western Philosophy
A study of ancient philosophy with emphasis on Plato and Aristotle and medieval philosophy with emphasis on Augustine, Anselm, and Aquinas. (3-0-3) Staff

352. History of Western Philosophy
A study of modern philosophy: Continental rationalism, British empiricism, the Enlightenment, Kant, and German idealism through Heidegger. (3-0-3) Staff

372. Contemporary Topics
A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Philosophy 351 or 352 or consent of instructor. (3-0-3) Staff

PHYSICAL EDUCATION
Mr. Scheerer, Chairman
Mr. Alexander, Mr. Bugar, Mr. Ivey, Mr. Muirhead, Mr. Peterson, Mr. Stober

There is no major in Physical Education.

Graduation Requirement: All male students in the Sophomore class must complete 101 and 102 unless excused by the college physicians.

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

330. Intramural Sports Program
Directing intramural sports in high schools. (3-2-3) Staff

340. Organization and Administration of Health & Physical Education
Practical training in directing a high school physical education program. (3-2-3) Staff

410. Coaching of Tennis
Techniques of coaching in high school and preparation for professional status. (3-2-3) Staff

420. Coaching of Golf
Techniques of coaching in high school and preparation for professional status. (3-2-3) Staff

430. Tests & Measurements
Staff

440. Care & Prevention of Athletic Injuries
Staff
PHYSICS

Mr. Olds, Chairman

Mr. Hendricks, Mr. Parker (on leave 1972-73)

Major Prerequisites: Physics 121, 122; Math 121, 122

Major Requirements: Physics 261, 331, and 351, plus less than 15 semester hours in physics beyond General Physics. Preparation for graduate work in physics should include at least advanced calculus and written French, German, or Russian.

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

121, 122. General Physics
A study of mechanics, heat, light, sound, electricity and magnetism, and modern physics. Corequisite Math. 121. (3-3-4) Each course Staff

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

253. Elementary Modern Physics
A study of the development of concepts of modern physics. Prerequisite: Physics 121, 122. (3-0-3) Staff

261. Intermediate Mechanics
Introduction to vector Newtonian analytical mechanics. Prerequisite: Physics 121, 122. Corequisites: Math 151 and Computer Science 100. (3-3-4) Each course Staff

272. Thermodynamics
An introduction to thermodynamic kinetic theory and statistical mechanics. Prerequisites: Physics 112, 113, and Math. 151. (3-3-4) Staff

331. Electricity and Magnetism
A study of electric and magnetic phenomena. Prerequisites: Physics 261 and Math 151. Corequisite Math 205. (3-3-4) Each course Staff

342. Optics
A study of geometrical and physical optics. Prerequisite: Physics 112. Corequisite Math 205. (3-3-4) Staff

351. Modern Physics
A study of the development of the atomic view of nature with emphasis on the basic experimental evidence. The fundamentals of wave mechanics are presented. Corequisite: Physics 331. (3-3-4) Staff

370. Computer Concepts
An introduction to the digital computer, its significance and its uses. Corequisite: Computer Science 100. (3-3-4) Staff

371, 372. Advanced Laboratory in Modern Physics
Advanced experimental projects in modern physics. (6-6-2) Each course Staff

410. Advanced Mechanics
A study of classical mechanics, including de Lagrangian and Hamiltonian formulations. Corequisite: Math 205. (3-0-3) Staff

432. Mathematical Physics
A study of selected topics in theoretical physics. (3-3-4) Staff

460. Research
A semester of active participation in one of the research projects currently conducted by the faculty. (0-0-2) Staff

481. Special Topics in Physics
Individual program of study approved by the department. (0-0-2) Staff

PSYCHOLOGY

Mr. Seegars, Chairman

Mr. Marks, Mr. Pilley, Mr. Scott

Major Prerequisites: None

Major Requirements: Psychology 321, 322, 331, 332, 341, 342, Statistics, and a senior research seminar.

INTRODUCTORY AND GENERAL ELECTIVE COURSES

110. Methods, Tools, and Techniques of Psychology
A general survey of what psychologists do, the tools they use, and problems of current attention. (3-0-3) Staff

310. Industrial Psychology
A general course designed to acquaint students with the uses of psychology in industrial applications. A strong emphasis is placed on interviewing, motivation, sales, brainstorming, and related aspects. Of special interest to students of business, law, and the ministry. (3-0-3) Staff
201. The Faith of the Bible
A study of the inception of the Judaean-Christian tradition with emphasis on the religious perspective reflected in the Old and New Testaments. (3-0-3) Staff

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

251. The Biblical Heritage of Western Man I
The literary, historical, and theological contribution of ancient Israel to western civilization as reflected in the Old Testament. (3-0-3) Staff

252. The Biblical Heritage of Western Man II
The emergence of Christianity in the western world as seen from an analysis of the New Testament writings. (3-0-3) Staff

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

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

311. Voices of Protest: Israel's Prophets
The religion of the Hebrew prophets studied in historical context with concern for its contemporary significance. (3-0-3) Mr. Bullard

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

321. Christian Theology
A constructive analysis of the major non-Western religions: Zoroastrianism, Islam, and Judaism. Additional prerequisite: Philosophy 201. (3-0-3) Mr. Bullard

325. Christian Ethics
A study of Christian ethical perspectives as they have developed through the history and bear on current issues. Additional prerequisite: Philosophy 201 or instructor's consent. (3-0-3) Mr. Bullard

322. The Religions of South and South East Asia
A cultural analysis (continuing Rel. 451) of Hinduism, Buddhism, Taoism, Confucianism, and Shinto. (3-0-3) Mr. Bullard

323. The History of Christianity I
A historical analysis of the historical experiences of the Christian community from its inception to the Reformation. (3-0-3) Staff

324. The History of Christianity II
A historical analysis of the development of Protestant Christianity and the role of the Reformation through the 17th century. (3-0-3) Staff

332. The American Religious Tradition
Studies in the role played by Judaism and Protestantism in the formation of American thought and culture, with due attention to the reciprocal impact of American faith. Additional prerequisite: Critical Thinking or instructor's consent. (3-0-3) Mr. Bullard

350. Archaeology and Biblical History
A study of the science of archaeology and its contribution to understanding the religious, cultural, and historical backgrounds of the Bible. (3-0-3) Mr. Bullard

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

452. Independent Research
Extensive investigation of an approved topic begun in Rel. 451 culminates in a full-length essay. Spring semester. (0-0-1) Staff

RELIGION SEMINAR IN NEAR EASTERN ARCHAEOLOGY

Wofford College is associated with the Institute for Mediterranean Studies which sponsors the Near Eastern Archaeological Seminar in conjunction with its excavation overseas. Students who participate in this educational program spend eight weeks in the Holy Land taking courses in the history and archaeology of Palestine. The program includes three weeks actual field experience at an ancient site. Students will be given up to six hours academic credit, provided they successfully complete the course program and submit the necessary transcript. Students who desire credit must gain prior approval of the Chairman of the Department of Religion and enroll at the Registrar's office. For further details contact Dr. Bullard or write directly to the Institute for Mediterranean Studies, 1533 Shattuck Avenue, Berkeley, California 94709.
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SOCIOLOGY

Mr. Adams, Chairman

Mr. Bruce, Mr. Maultaby

Major prerequisites: Sociology 200, 210

Major requirements: Sociology 310, 320, 330, plus three electives.

200. Introduction to Anthropology
An introduction to the major divisions of anthropology. Offered each semester. (3-0-3) Mr. Adams

210. Introduction to Sociology
An introduction to the sociological perspective. Offered each semester. (3-0-3) Staff

215. Sociology of Deviant Behavior
An application of the sociological perspective to "problem" behavior. (3-0-3) Mr. Maultaby

232. Man and Culture
A study of human behavior in different societies. (3-0-3) Mr. Adams

240. Minorities
An examination of racial and cultural minorities. (3-0-3) Mr. Adams

305. Class, Status, and Power
An examination of theories and studies which deal with social differentiation, mobility and power distribution. (3-0-3) Mr. Bruce

310. Development of Sociological Theory
A review and analysis of modern sociological thought and sociological theories. (3-0-3) Mr. Bruce

315. Sociology of the Family
A study of the family as a social institution. (3-0-3) Mr. Adams

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

330. Social Research
An introduction to the methods and techniques of collecting and analyzing social data. (3-0-3) Mr. Adams

332. Self and Society
An examination of relationships between self (personality) and social and cultural phenomena. (3-0-3) Mr. Maultaby

342. The Community
An examination of modern communities as social systems. (3-0-3) Mr. Adams

352. Social Organizations
An examination and analysis of the origins and types of social organizations. (3-0-3) Mr. Adams

450. Special Problems
Independent research or special study of a sub-specialty not offered elsewhere. (e.g., demography, collective behavior). (3-0-3) Mr. Adams

Fees and Financial Aid

For each academic year, the College establishes comprehensive, or all-inclusive, fees for resident and day students. For 1972-73, comprehensive fees will be $3,135 for resident students and $1,985 for day students. Comprehensive fees do not cover the entire cost of the college program. More than $500 per student is provided each year from endowment earnings and through annual gifts from Methodist churches, alumni, parents, businesses and other friends of the College.

Method of payment is as follows:

Payable at the beginning of:

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>$1,725</td>
<td>$1,410</td>
</tr>
<tr>
<td>Day</td>
<td>$1,095</td>
<td>$890</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

1. The comprehensive fee is due and payable at registration at the beginning of each semester and a student is admitted to classes until arrangements covering their settlement have been made with the Controller of the College. Various deferred payment arrangements with monthly interest, are available.

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

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

<table>
<thead>
<tr>
<th>Period of Enrollment</th>
<th>Remaining Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two weeks or less of the semester</td>
<td>80%</td>
</tr>
<tr>
<td>From two to four weeks of the semester</td>
<td>60%</td>
</tr>
<tr>
<td>From four to six weeks of the semester</td>
<td>40%</td>
</tr>
<tr>
<td>From six to eight weeks of the semester</td>
<td>20%</td>
</tr>
<tr>
<td>Over eight weeks of the semester</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

FINANCIAL ASSISTANCE

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

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

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

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

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

The College reserves the right to withdraw the grant of scholarship or of free tuition, at the close of any semester, from a student whose scholarship is not satisfactory and who, for any other reason, is regarded as not in accord with...
the ideals and standards that the College seeks to maintain. By satisfactory scholarship is meant the making of an average grade of "C" on the semester's work.

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

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

**Army ROTC Scholarship Program**

The United States Army offers financial assistance in the form of four-year, three-year, two-year and one-year scholarships to outstanding young men who are interested in the Army as a career. Each scholarship provides for free tuition, textbooks and laboratory fees in addition to pay of $100.00 per month for the period that the scholarship is in effect. Four-year scholarships are open to all students. Applications for these scholarships need to be made not later than the 1st day of January prior to entering as a freshman. The other scholarships are available to those students enrolled in ROTC.

**Work Scholarships**

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

**Ministerial Scholarships**

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

<table>
<thead>
<tr>
<th>Sons of Methodist Ministers:</th>
<th>Methodist Ministerial Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding Students: $500</td>
<td>Boarding Students:</td>
</tr>
<tr>
<td>Day Students: $300</td>
<td>Day Students:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sons of Ministers of Other Denominations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding Students: $300</td>
</tr>
<tr>
<td>Day Students: $150</td>
</tr>
</tbody>
</table>

Sons of Methodist Ministers:

*Boarding Students: $500*  
*Day Students: $300*

Sons of Ministers of Other Denominations:

*Boarding Students: $300*  
*Day Students: $150*

A Spartan Mills endowed scholarship (see page 92) carries the same requirements for applications. For further details, write the Director of Financial Aid, Wofford College.

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

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

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

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

**Walter Demopoulos Scholarships**—Five one-year renewable scholarships awarded to employees or sons of employees of Beaumont, Drayton, Lyman Printing and Finishing, StarTex,
and Spartan Mills. In case there should be no qualified applicant from one or more of these mills for a given year, that scholarship may be awarded to any employee or child of an employee of one of the other mills, provided there should be more than one qualified applicant from that mill. In case, in any given year, there should be less than four qualified applicants from the above-named mills for a given year, this scholarship may be awarded to any employee or child of an employee of one of the other mills, provided there should be more than one qualified applicant from that mill.

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

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

The Cullen Bryant Gosnell Scholarship—A renewable scholarship of $750.00 a year to be awarded to a graduate of the Dorman High School on the basis of character, academic ability, and financial need, recommended by the Superintendent of Spartanburg County Schools, District Number Six, and the Wofford Committee on Student Financial Aid. This scholarship is in memory of Cullen Bryant Gosnell, son of Jesse L. and Corrie Setzler Gosnell. Dr. Gosnell graduated from Ermeny Union School, Wofford College (A.B.), Vanderbilt University (A.M.), and Princeton University (Ph.D.). In 1926 he was thirty-five years old and in pursuit of scientific and legal qualifications at Emory University where he founded and directed Emory’s Institute of Citizenship. Though the founder of several basis of government, he married in 1926 Miss Alice White of Columbus, Georgia.

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

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

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

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

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

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

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

The value of the scholarship will increase in 1987 to $750 and by $62.50 at the end of each decade thereafter until it reaches the sum of $1,126 during the next decade of the ninety-year lease.
attended Wofford College for two semesters before entering the Marine Corps. Carter entered the Naval Academy in 1935 and graduated in 1939, receiving a commission in the Marine Corps. He fought with the American Forces on Bataan and Corregidor where he became a prisoner of war. The ship on which Carter was being taken to Japan was sunk by torpedo fire. He was able to swim ashore but was recaptured and put on another ship to be taken to Japan. During this voyage he died of starvation and exposure.

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

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

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


James M. Swanson, Jr.—Established by Mr. and Mrs. James M. Swanson of South Boston, Va., in 1931 in memory of their son, William M. Swanson, Jr., a graduate of Wofford College. To be awarded on the basis of character, letters of recommendation, and scholastic achievement.

William R. Thomas, Jr. Memorial Scholarship—Established in 1940 by Mr. and Mrs. William R. Thomas of Virginia Beach, Va., as a memorial to their son, William R. Thomas, Jr., a graduate of the class of 1970. Character, financial need and scholastic achievement are considered in awarding this scholarship.

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

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

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

Wofford Memorial—Relief memorials sent to the College are endowed scholarship funds.

United Students Aid Funds Loan Program—Wofford College is one of the more than 500 colleges and universities participating in this national non-profit loan program for needy and deserving students. Full-time students may borrow up to $1,500 per year, but no student may borrow more than $7,500. Repayments begin the first day of the tenth month after graduation. In case of drop-outs, repayments begin at once. No notes under this loan plan may bear more than a 5% simple interest. This is less than customary bank rates for installment loans. For a student who qualifies under Federal law, the Federal Government will pay the 5% interest until repayments are due to begin. The financial aid officer recommends the loan after consultation with the student, and the loan is evidenced by the student's own signature.

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

The National Defense Student Loan Fund—Wofford College is a member of the National Defense Student Loan Fund. This fund, set up by the 81st Congress to enable promising high school graduates, upon entrance into college, to secure a college education who might otherwise not get one, provides for loans up to $1,000 per year, at 3% interest, and payable over a period of 10 years, and carries certain scholarship privileges, such as forgiveness of 10% of interest and principal for one year's service as a secondary or primary school teacher or administrator up to five years. For information concerning this loan program, contact the Director of Financial Aid.

Endowed Loan Funds

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

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

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

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

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

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

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

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

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

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

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

Loan Funds

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

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

L. N. Bosley Fund—By Mr. J. N. Bosley of Walterboro, S. C.

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

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

Citizen of Fort Mill, S. C.

Class of 1889—T. B. Stackhouse Fund—By Mr. T. B. Stackhouse of Columbia, S. C., and his classmates.

Class of 1905 Fund—By the class of 1905.

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

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

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

Anne J. Daniel Loan Fund—Established in 1963.

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

Warren D'Pre Fund—By the Rotary Club of Spartanburg, S. C.

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

Eubanks Memorial Fund—Established by J. Evans Eubanks in memory of his wife, Frances Stackhouse Eubanks, and their infant son, Evans, Jr.

A Friend—From New York City.

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

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

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

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

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


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

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

A. W. Jackson Fund—By Mr. A. W. Jackson.

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

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

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

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

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

Boyd M. McKeon Fund—By Mr. Boyd M. McKeon of Nashville, Tennessee.

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

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

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

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

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

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

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

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

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

Sims, Lyles, Duckins, Martin Loan Fund.

Coke Smith Fund—By Rev. Coke Smith.

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

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


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

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

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

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

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


The Rev. W. Pinckney Way Incidental Loan Fund—Established in 1957 as a memorial to their father by the children of the Rev. W. Pinckney Way. Loans from this fund to be

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

Sims-lyles-duckins-martin—established by Mr. and Mrs. T. P. Sims of Spartanburg, S. C., the income to be used as a scholarship for orphan students from Spartanburg, Union, and Fairfield Counties.

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

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

The Stokes Memorial Scholarship Fund—established in 1965, in memory of their parents, the Rev. Henry Stokes, Class of 1893, and Mrs. Florence Heath Stokes, and their brother, R. Wilson Stokes, Class of 1899, by Miss Mary Bolling Stokes, the Heath Stokes, and Thomas B. Stokes, both of the Class of 1924.

James M. Swanson, Jr.—established by Mr. and Mrs. James M. Swanson of South Boston, Va., in 1943, a memorial to their son, a graduate of Wofford College. To be awarded on the basis of character, leadership, and scholarship achievement.

William R. Thomas, Jr. Memorial Scholarship—established in 1945 by Mr. and Mrs. William R. Thomas, Jr., of Virginia Beach, Va., as a memorial to their son, William R. Thomas, Jr., of the class of 1970. Character, financial need and scholastic achievement are considered in awarding this scholarship.

Coleman B. Waller Scholarship Fund—established by Mr. and Mrs. Coleman B. Waller, Emeritus Professor of Chemistry at Wofford College, for the promotion of awarding scholarships to qualified and deserving young men at Wofford College.

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

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

Wofford Memorial—Relatives and memorials sent to the College awarded scholarship funds.

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

Endowed Loan Funds

Cokesbury Conference School—by Mirajah Saber of Cokesbury, S. C., the income to be used for the assistance of students studying for the Christian Ministry.

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

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

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

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

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

Jos. A. McCullough—by Mr. and Mrs. A. McCullough of Greenville, S. C., in March, 1934.

The Lillian Lancaster Owen Loan Fund—established September 1, 1956, by Mr. J. Mack Owen of Orangeburg.
made to third and fourth year students to be used for the purchase of textbooks only.

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

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


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

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

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

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

ASSISTANCE TO VETERANS AND DEPENDENTS

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

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

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

SPECIAL ENDOWMENT FUND

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

Sam Orr Black and Hugh S. Black

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

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

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

Aug. M. and Cema S. Chreitzberg

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

Mr. and Mrs. Jos. K. Davis Endowment Fund — By Mr. and Mrs. Jos. K. Davis of Spartanburg, S. C.
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Samuel Dibble Memorial Library Fund—By his daughter, Mrs. Agnes Dibble Moss of Orangeburg, S. C.

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

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

J. M. Evans Endowment Fund—Established by the estate of J. M. Evans, May 9, 1952.

Ford Foundation Endowment Fund—Granted by the Ford Foundation, the principal of which is to be held by the grantee institution only as endowment, and the income from the investment of such principal shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purpose.

James D. Hammett Memorial Fund—By Mr. James D. Hammett of Anderson, S. C.

William Howard Jackson Memorial Fund—By his father and mother, Mr. and Mrs. Walter G. Jackson of Spartanburg, S. C.

Dr. and Mrs. N. F. Kirkland Memorial Endowment Fund—Established by her son, Dr. Wm. C. Kirkland of the S. C. Conference.

Kirksey Endowment Fund—Established by Mr. James Kirksey of Pickens, S. C., who willed one of the largest bequests to the College in its history.

Richard I. Menning, Jr. Memorial Fund—By his heirs of Spartanburg, S. C.

Memorial Endowment Fund—A depository for monies donated in lieu of flowers upon the demise of friends, alumni, or employees of the college.

Albert C. Outler Professorship in Religion—Established in 1970 through a gift from Robert J. Maxwell, Jr. Given to an outstanding member of the Religion Department.

Rowland H. Ouszt Memorial Endowment Fund—Established by the estate of Rowland H. Ouszt, May 9, 1962.

J. Thomas Pate Memorial Library Fund—By his widow, Mrs. Alice Pate of Camden, S. C.

O. B. Simmons Memorial Endowment Fund.

H. N. Snyder Chair of English Language and Literature—Subscribed and directed through the Wofford of Tomorrow Campaign.

1854 South Carolina Conference Endowment Fund—Subscribed and directed through the Wofford of Tomorrow Campaign.

T. B. Stackhouse Chair of Economics and Business Administration—Established in 1949 by the Board of Trustees in memory of Mr. Stackhouse, who, in 1937, gave to the Wofford College Endowment Fund the sum of $50,000.00. The holder of the chair will be determined by special resolution of the Board of Trustees.

W. Frank Walker Memorial Fund—By Mr. W. Frank Walker of Greenville, S. C.

D. D. Wallace Chair of History and Economics.

Henry P. Williams Endowment Fund—By Mr. Henry P. Williams of Charleston, S. C.

Benjamin Wofford Endowment Fund—Subscribed and directed through the Wofford of Tomorrow Campaign.

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Student Services

Every effort is made to encourage and develop a co-educational sense of college community among all members. The relation between students and faculty outside the classroom is one of informality and friendliness.

The offices of the Deans and the Registrar exercise general supervision of the student personnel program. Services provided by the admissions department, the residence halls, counseling and advising, extra-classroom activities, health facilities, and the placement bureau, all exist to meet the needs and develop the capacities of the student.

The student activities program is co-ordinated by the Campus Union and the Director of Campus Activities. All funds for student activities are allocated through the Campus Union. The Student Affairs Committee, a group of faculty and students under the faculty by-laws, approve and regulate all student organizations.

ORIENTATION

The Dean of Students is the Director of the Orientation program for new and transfer students. The program is planned by an Orientation Committee consisting of faculty and student members.

Every new and transfer student will receive a letter informing him of the date and time he is expected to arrive on campus, as well as specific instructions about what to bring and where to report for the required orientation program. During this orientation period, these students become acquainted with each other, student leaders, faculty members, faculty advisors, the curriculum, campus facilities, and the College traditions, standards and policies.

Every new student is given a series of academic tests for counseling purposes. Carefully planned social activities also help students become better acquainted with each other and faculty members.
GUIDANCE AND COUNSELING PROGRAM

Testing and Research Center:

Wofford College provides testing and counseling services to assist all students in making a maximum adjustment to college life.

Vocational, aptitude, abilities, and personality testing facilitate the student in assessing his capacities and direction in life in order that his full potential is utilized in both his academic life and career planning.

Freshman Advisors:

Each freshman, upon arrival at the College, is assigned to a faculty advisor. Freshmen will plan their programs with the assistance of the advisors. It is required, also, that freshmen, before each registration, consult the advisor about their programs of studies.

The advisor will be available during regular office hours for student conferences. The student should assume that the advisor desires to aid him with friendly, helpful counsel. At the same time the student should take the initiative in consulting the advisor about his personal and academic problems.

Departmental Advisors:

Each student is assigned to a departmental advisor as soon as his selection of a departmental subject for major work is approved. The departmental advisor is available at stated periods for student conferences. It is expected that the student will consult the advisor on all matters relating to his major and related work.

STUDENT HEALTH

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

The medical fee entitles a student living on campus to medical care for ordinary case of sickness and accidents. Hospitalization in the infirmary is permitted for a limited time for minor illnesses when bed care is necessary. The College does not assume the cost of X-rays, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals.

A voluntary health and accident insurance policy is available on request. Each student will receive details on this program prior to registration each fall.

STUDENT EMPLOYMENT

Some part-time jobs on the campus are available to students who need financial assistance. Also, there are many opportunities for part-time employment in the city of Spartanburg. Students who are interested in securing such part-time employment should consult with the Director of Financial Aid.

While many Wofford undergraduates hold part-time jobs, experience has shown that only exceptionally able freshmen students can hold regular outside employment and at the same time do satisfactory scholastic work. It is recommended that a student come to college prepared to maintain himself for at least his first half-year without the necessity of undertaking additional outside work.

PLACEMENT SERVICES

Wofford College is glad to assist seniors and alumni in securing jobs in fields appropriate to their interests and abilities. The Director of Placement is charged with the responsibility of administering the placement program of the College.

In early fall, the seniors are given an opportunity to register with the Placement Office. Assistance is given students in preparing and making desired contacts for placement upon graduation by informing students of job opportunities, arranging interviews between employers and applicants, and helping students gather and present their credentials to prospective employers.

Representatives of various businesses and industries are invited to visit the College for discussion and personal interviews with students. The College, of course, does not guarantee a position, but makes every effort to assist alumni and seniors to obtain positions.

The Placement Office is located in the Burwell Campus Center.
CATALOG OF WOFFORD COLLEGE

FINANCIAL AID FOR GRADUATE STUDY

Many graduate and professional schools offer various scholarships, fellowships, and assistantships for graduate study. Wofford College takes pride in the large number of its graduates holding such graduate scholarships. Chairmen of departments are glad to help Wofford graduates secure such grants. In addition, the Faculty Committee on Graduate Scholarships and Fellowships makes every effort to assist students in securing financial assistance for graduate and professional study.

STUDENT LINEN SERVICE

Students are required to furnish bed linen, blankets, and towels. Service is provided on campus for renting these items from a private concern. Full information is mailed to each student one month prior to the beginning of the fall semester.

Student Regulations

Wofford College has developed an entirely new code of student responsibility. This was done through student leaders, faculty, administration, and the Board of Trustees. The code is printed in full in the Student Handbook distributed to all students at the beginning of the fall semester. Each student is expected to be thoroughly familiar with the Code and keep it available for constant reference.

AUTOMOBILE REGULATIONS

All motor vehicles operated on campus must be registered with the office of the Superintendent of Buildings and Grounds at registration or within 24 hours after bringing the vehicle on campus. At the time of registration, the student will be given a copy of parking and traffic regulations. He is expected to be familiar with these and abide by them at all times.

RESIDENT STUDENTS

All students, except those coming daily from their homes, are required to live in the College residence halls. Exceptions to this regulation may be granted by the Dean of Students only when good reasons exist.

All resident students are required to board in the College dining hall. Day students may purchase meal tickets from the Controller.

Upperclassmen who wish to retain rooms for another year must notify the Director of Housing in writing and make a $50.00 non-refundable room reservation deposit by the end of the first week following spring holidays.

Freshmen, insofar as facilities permit, are assigned with their requested roommates. The majority of the rooms are designated for occupancy by two men. A few single rooms are available. Fraternity lodges do not offer living quarters except for two house managers in each lodge.

Specially trained upper-class students are assigned to the residence halls to lead in the organization of the residence group and to aid the other student residents in the solution of problems.

The Residence Hall Board of Standards and the individual residence hall councils assist in the maintenance of discipline in the halls by hearing student cases referred to them.

All dormitories are equipped with basic furnishings of single beds, mattresses, dressers, desks, and chairs. Residents are encouraged to obtain their own drapes, pictures, bedspreads, rugs, and lamps after arrival at the College.

Students are expected to be financially responsible for the loss of their personal belongings through fire or theft.

STUDENT ACTIVITIES

Wofford College has numerous honor societies, professional fraternities and clubs, religious groups, and social organizations, which the student may join.

Blue Key

Blue Key is a national honorary leadership fraternity for juniors and seniors. It is designed to honor those students who have been active in extra-curricular activities and who have maintained a scholastic record above the average.

The Block "W" Club

The Block "W" Club is an honorary organization. A student is eligible
for membership only after he has won a letter in one of the six major sports: football, basketball, track, baseball, tennis, or golf.

Senior Order of Gnomes
The Senior Order of Gnomes gathers together from two to four of the most prominent and influential members of the Senior Class. Each year, near the end of the session, the retiring Senior Order elects the new members.

The Campus Union
The Campus Union has replaced The Student Government Association, The Student Christian Council, and The Interfraternity Council as the chief planning, programming and legislative student organization on campus. Through an executive committee, legislative assembly, and ten committees, this organization attempts to involve all students in the academic, religious, social, cultural and political affairs of the campus.

Circle K Club
Circle K is a national service organization sponsored by Kiwanis International. Membership is based on leadership, service, and character.

Glee Club
The Glee Club's program of activities is designed to give qualified students the opportunity to develop and use choral music skills. Through the regularly scheduled rehearsals, instruction in music and the techniques of singing is given to help the group become better prepared for its numerous public appearances. A spring tour is planned in addition to local and out-of-town performances on other occasions. Some scholarship aid is available. For information, write to Director of Music.

Bands
Students with previous instrumental experience are eligible to participate in the activities of these groups upon application to and approval by the Director.

Pi Gamma Mu
Pi Gamma Mu is a national science honor fraternity. The purpose of this fraternity is to inculcate in members the ideals of tolerance, liberalism, and scientific procedure dealing with the complex social problems of our day.

Delta Phi Alpha
Delta Phi Alpha, the national honorary German fraternity, seeks to open or excellence in German and to students thereby an incentive for higher scholarship. Uppers of high scholastic standing in the major field in German are eligible to membership.

Sigma Delta Pi
Sigma Delta Pi is the national honor society in psychology. A local chapter has been established with the purpose of splitting for affiliation with the national fraternity after certain requirements have been met. Membership in this organization is by invitation only and is based on grade point average of 2.5 in psychology and 2.0 overall.

Sked and Blade
Sked and Blade is a national honor leadership fraternity. Its purpose is to honor students enrolled in advanced Military Science, who, in addition to maintaining a high scholastic average, have demonstrated outstanding leadership traits. Selections are made near the end of the year by the graduating members and the professors of Military Science.

Hyperopics
Hyperopics is dedicated to the belief that fundamental truths belong to all disciplines and that the truly
Who's Who Among Students in American Universities and Colleges

A coveted honor bestowed upon a select group of Wofford Senior students in American Universities and Colleges. Factors considered include scholastic attainment, activity in student government, faculty and school committees, and extracurricular and academic activities, campus citizenship and service, and leadership and participation in various activities of the College. All phases of fraternity initiation, except formal induction, must be confined to the chapter house property, and the initiation ceremonies shall require nothing of an initiate which might in any way occasion physical or personal degradation. Thus fraternities can justify their existence as members of the College community only so long as they contribute to and do not detract from the basic purposes of the College.

The following social fraternities have chapters in the College: Delta Sigma Phi, Kappa Alpha, Kappa Sigma, Pi Kappa Alpha, Pi Kappa Phi, Sigma Alpha Epsilon, and Sigma Nu.

Theatre Workshop
An organization devoted to giving students interested in the theatre a chance to participate in play readings and play productions. The Wofford College Theatre Workshop also shares in various activities with the Palmetto Players of Converse College.

Social Fraternities
Fraternities exist at the will of the institution, on this campus as is the case elsewhere. The purpose and activities of such groups shall be consistent with the main objectives and formal organizations of the College.

No organization shall require of its members any activity incompatible with scholastic attainment and spiritual growth, which are the primary objectives of the College. All phases of fraternity initiation, except formal induction, must be confined to the chapter house property, and the initiation ceremonies shall require nothing of an initiate which might in any way occasion physical or personal degradation. Thus fraternities can justify their existence as members of the College community only so long as they contribute to and do not detract from the basic purposes of the College.

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INTERCOLLEGIATE ATHLETICS
A program of intercollegiate athletics is recognized as an important part of college life, and because of its educational values, the College gives encouragement and direction. The College believes in high amateur standards for intercollegiate athletics.

The College is a member of the National Association of Intercollegiate Athletics, and the College conforms to the rules and requirements of this association.

Wofford fields intercollegiate teams in football, basketball, baseball, track, tennis, golf, and riflery.

THE PUBLICATIONS BOARD
The Publications Board is composed of three faculty members elected by the faculty and five student members.

This Board exercises financial control over the three principal student publications and the campus radio station, and elects their editors-in-chief, business managers, and station managers. However, it is at the service of the student staffs for suggestions or advice concerning their work.

Publications under the jurisdiction of the Board are the Old Gold and Black, a weekly newspaper; the Journal, a literary magazine; and the Bohemian, a year book.

Rules governing student publications are printed in the Code of Student Responsibility.

The following publications afford, to those students who have special aptitude for such matters, excellent training in journalism and in business management. Interested students are assisted and encouraged by the Faculty in their efforts.

The Old Gold and Black
The Old Gold and Black is a newspaper edited by the students. It keeps the record of the news and happenings of the campus, together with editorial comments and interpretations of matters of special interest to students.

The Bohemian
The Bohemian is a handsome, illustrated volume published annually near the close of the year by the student body. It is a record of all student activities and achievements for the current year — literary, oratorical, athletic, social, and religious — and the illustrations include photographs of various groups and college organizations and pictures of campus scenes and buildings.
PRIZES AND MEDALS

The Helmus Poetry Prize.—As a result of a generous gift by Mr. Andrew Helmus in 1957, three prizes, first $30, second $15, third $10, will be given annually to students submitting the best original poems to a faculty committee.

The Algernon Sydney Sullivan Award.—Bronze medallions awarded annually by the College through the benefaction of the Southern Society of New York to a senior student and one other person who is not a student of the institution, who need not be a graduate of any college or university, but who shall have some interest in association with, or relation to said institution, official or otherwise, of a nature to make this form of recognition to said institution obviously appropriate and insure his proper appreciation of the same. These awards are based solely on the recognition of nobleness and humanitarian qualities of character.

DEPARTMENTAL AWARDS

Departmental awards are granted each year to outstanding Senior students in the various departments of the College. These awards are made on the basis of academic achievement, character, and intellectual promise. Not more than one such award is made in any one year by a department.

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B.S., Florence State University

WILLIAM BROOKS HUBBARD
Assistant Professor of Biology
B.S., Wofford College; M.Ed., University of North Carolina

HERBERT HUCKS, JR.
Archivist
A.B., Wofford College; M.A., Emory University; B.A., L.S., Emory University

LEWIS PINCKNEY JONES
John M. Reeves Professor of History
A.B., M.A., Wofford College; Ph.D., University of North Carolina

JOSEPH HOWARD KILLIAN, JR.
Assistant Professor of History
B.A., Wake Forest College

CAPTAIN CARLISLE RICHARD KING
Assistant Professor of Military Science
B.S., North Carolina State University

THOMAS NEIL LENTZ
Instructor of Art
B.S., Wofford College

WALTER RAYMOND LEONARD
John M. Reeves Professor of Biology
A.B., Tusculum College; A.M., Ph.D., Vanderbilt University

JOAB MAULDIN LESSENG, JR.
Associate Professor of History
B.A., Erskine College; M.A., Ph.D., University of South Carolina

JOHN HUBERT LINDSAY
Assistant Professor of Biology
B.S., M.S., University of Wyoming

TO-AMEN LING
Assistant Professor of Government
B.A., National Cheng-Chi University, China; M.A., University of Tennessee

JOSEPH CARL LOFTIN
Professor of Chemistry Emeritus
B.S., Virginia Military Institute; M.S., Ph.D., University of North Carolina

DAVE BAKER MAULTSRY
Assistant Professor of Sociology
A.B., Wofford College; Ph.D., University of Tennessee

VICTOR EARL MILLER
Professor of English
B.A., New York State College for Teachers; Ph.D., University of Minnesota

WILLIAM SCOTT MORROW
Assistant Professor of Chemistry
B.A., Philadelphia College of Pharmacy and Science; M.S., St. Joseph’s College; Ph.D., University of North Carolina

DAVID WAYNE OLDS
Associate Professor of Physics
A.B., Wabash College; Ph.D., Duke University

WILLIAM ALONZO PARKER
Associate Professor of Physics
A.B., Davidson College; M.A., Duke University

HERB GIBBS PATTON*
Associate Professor of Biology
B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University

MARG B. PEAVEY
Lecturer in Journalism
B.A., Wofford College; M.A., University of South Carolina

BRIAN McINERNEY PEGRAM
Associate Professor of Mathematics
A.B., Wofford College; A.M., Duke University

LAUREN DAVID PENNINGER
Lecturer in Music
B.S., College of Charleston; B.Mus., M.Mus., Converse College

In lieu of absence, 1971-1972
JOHN WILLIAM PILLEY
Assistant Professor of Psychology
B.A., Abilene Christian College; B.D., Princeton Theological Seminary; M.A., Stetson University; M.S., Ph.D., Memphis State University

DAVID HYDE PRINCE
Professor of Education and Psychology
A.B., M.A., Wofford College; Ph.D., University of North Carolina

PHILIP NOEL RACINE
Assistant Professor of History
A.B., Bowdoin College; M.A., Ph.D., Emory University

RICHARD JOSEPH FERNANDEZ REMIREZ
Assistant Professor of Foreign Languages
B.A., De La Salle; M.A., University of Arkansas; Ph.D., University of Holguin

RICHARD LONC ROBINSON
Associate Professor of Mathematics
B.S., Wofford College; M.A., University of Tennessee

WILLIAM WOODROW SCHEERER
Professor of Physical Education
B.S., Memphis State College; A.M., Columbia University

DONALD EUGENE SCHWAR
Assistant Professor of Chemistry
B.S., University of California at Berkeley; Ph.D., University of Arizona

DONALD MARCEL SCOTT
Associate Professor of Psychology
B.A., M.A., Ph.D., Florida State University

JOSEPH SEEDE
Associate Professor of English
A.B., M.A., University of Virginia

JAMES EDWARD SIEGARS, JR.
Associate Professor of Psychology
A.B., The Citadel; M.S., University of South Carolina; Ph.D., University of Kentucky

CYRUS LUTHER SHEALY
Assistant Professor of Foreign Languages
A.B., M.Ed., University of South Carolina

CLAD ROLAND SMITH
Assistant Professor of Music
B.Mus., M.Mus., Converse College

JOEY GENE STEPHENS
Associate Professor of Chemistry
B.S., Wofford College; M.S., Ph.D., Clemson University

MATTHEW ARNOLD STEPHENSON
Associate Professor of Economics
B.S., University of South Carolina; Ph.D., Tulane University

JAME'S AUSTIN STOVER
Assistant Professor of Physical Education and Athletic Trainer
B.S., Mankato State College; M.S., Indiana University

THOMAS VERNON THOROUGHMAN
Associate Professor of History
B.A., M.A., Emory University; Ph.D., University of North Carolina

REUBEN HILL WOODWARD
Instructor of English
B.A., M.A., Clemson University

PROFESSORS EMERITI

WILLIAM RAYMOND BOURNE
John M. Reeves Professor of Modern Languages, Emeritus
A.B., Wofford College; A.M., University of North Carolina

EDWARD DANIEL COATES
Professor of English, Emeritus
A.B., A.M., University of North Carolina

LUCILE GRACE LOFTIN
Professor of Chemistry, Emeritus
B.S., Virginia Military Institute; M.S., Ph.D., University of North Carolina

CHARLES FRANKLIN NESBITT
John M. Reeves Professor of Religions, Emeritus
A.B., Wofford College; B.D., Emory University; A.M. Ph.D., University of Chicago

CLARENCE CLIFFORD NORTON
John M. Reeves Professor of Sociology, Emeritus
B.S., Millsaps College; A.M., Emory University; Ph.D., University of North Carolina; LL.D., Wofford College

THOMAS AGNEW PATTISON
Professor of Chemistry, Emeritus
A.B., Wofford College; A.M., Wofford College

LEROY EUGENE SALMON
John M. Reeves Professor of Foreign Languages, Emeritus
A.B., Centre College; AM., Harvard University

BISHAM HAMPTON SHULER
Professor of Applied Mathematics, Emeritus
B.S., Clemson College

Entered February 16, 1972.
REFERENCE

This section is included to keep the user of this catalog informed of changes in administrative, faculty, and other personnel. The changes are effective for 1972-73.

ADMINISTRATION

President
JOAB M. LESSENE, JR.
B.A., M.A., Ph.D.

Dean of the College
B. G. STEPHENS
B.S., M.S., Ph.D.

Admissions Counselor
CHARLES H. GRAY, JR.
A.B.

Admissions Counselor
JOHN F. GRISBY
A.B.

Director of Capital Resources
J. MICHAEL PRESTON
A.B.

FACULTY

Assistant Professor of Music
VICTOR BILANCHONE, JR.
B.A., M.M.

Band Director
GEORGE K. HANKS, III

Assistant Professor of Physics
M. ELTON HENDRICKS
B.A., B.D., M.S., Ph.D.

Assistant Professor of Philosophy
JAMES A. KELLER
B.S., B.D., M.Phil., Ph.D.

and Chairman of the Department

Assistant Professor of Religion
OTIS TURNER
B.S., B.D.

Assistant Professor of Chemistry
THOMAS WARREN TOLENT
B.S., Ph.D.

Assistant Professor of Psychology
HENRY E. MARKS
B.A., M.A., Ph.D.

Associate Professor of Philosophy
WALTER E. HUGHES
B.A., B.D., Ph.D.

Instructor of English
EDWARD MINUS
B.A., M.A.

Visiting Professor of Government
NICOS T. ROUSSOS
B.A., M.A., Ph.D.

Assistant Professor of Military Science
MAJOR JAMES A. WESTMORELAND
B.S.
### NUMBER OF STUDENTS BY STATES, 1971-72

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### STUDENTS BY CLASSES 1971-72

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### STUDENTS ENTERING SEPTEMBER, 1971

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### NUMBER OF SOUTH CAROLINA STUDENTS BY COUNTIES

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### Degrees Conferred, 1971

**BACHELOR OF ARTS DEGREE**

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<th>Name</th>
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<td>Louie Burton Allen</td>
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<td>Richard Edward Allen, Jr.</td>
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<td>William Roy Camp, Jr.</td>
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<thead>
<tr>
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<td>Wayne James Patrick Delfino</td>
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<td>Robert Leonard Dobins</td>
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<td>Phillip David Donnan</td>
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### CATALOG OF WOFFORD COLLEGE

#### NUMBER OF STUDENTS BY STATES, 1971-72

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<tr>
<td>Washington, D.C.</td>
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<td>Florida</td>
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<td>Georgia</td>
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<td>Kentucky</td>
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#### STUDENTS BY CLASSES 1971-72

<table>
<thead>
<tr>
<th>Year</th>
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<td>Freshman</td>
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<td>Sophomore</td>
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<td>Junior</td>
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<tr>
<td>Special</td>
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#### Degrees Conferred, 1971

**BACHELOR OF ARTS DEGREE**

- Wayne James Patrick DeFlino
- Robert Leonard Dobbins
- Phillip David Donnan
- Robert Lawrence Doster, Jr.
- Robert Edgar Downey
- Lawrence William Drint, Jr.
- William Walter Dukes, III
- Jack Fanning Dunker
- James Milton Dunlap
- Ewart John Edgerton, Jr.
- John Sevier Erwin
- John Logan Faris, Jr.
- Stanley Warren Farmer
- William Emerson Fenters, Jr.
- Luther Foy Fisher, III
- Russell Goodson Follis, II
- John Willard Fort
- Gaines Milligan Foster
- Ronald Monroe Fowler
- Henry McCord Fraser
- Henry Beacham Freeman
- John Reeves Gamble, III
- John Ernest Garza
- William Crusdon Goldstein, Jr.
- Tandy Cleveland Gosnell, III
- Gregg Douglas Graham
- Clifford Lawrence Gray
- Albert Walls Gray
- James Ernest Green, Jr.
- Byron Dillinghank Greene, III
- James Boyce Griffin, Jr.
- John Franklin Grigsby
- Rame Arnold Guyton, Jr.
- Charles Arnold Hardin
- Lyes Glenn Hardin
- Stephen Robert Harper
- William Stowe Harrill, Jr.
- Lee Harrington, III
- John Emri Harris, Jr.
- Leighton Arthur Hartsoeg, II
- James Walter Hastings
- Michael Wayne Hatchell
- Roger Edward Henderson
- William Ronald Hewitt
- Lewis Allison Highsmith, III
- John Randolph Hile
- Robert Newton Hinsen

#### NUMBER OF SOUTH CAROLINA STUDENTS BY COUNTIES

<table>
<thead>
<tr>
<th>County</th>
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<td>Barnwell</td>
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<td>Beaufort</td>
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<tr>
<td>Berkeley</td>
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<td>Calhoun</td>
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<tr>
<td>Charleston</td>
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<td>Cherokee</td>
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<td>Chester</td>
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<td>Chesterfield</td>
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<tr>
<td>Clarendon</td>
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<td>Colleton</td>
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<tr>
<td>Darlington</td>
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</table>

- McCormick
- Marion
- Marlboro
- Newberry
- Richland
- Saluda
- Spartanburg
- Sumter
- Union
- Williamson
- York
- Total
CATALOG OF WOFFORD COLLEGE

BACHELOR OF ARTS DEGREE

Rupert Edward Hodges, Jr.
Gaston Smith Holland
John Emory Holler, Jr.
Charles Summerall Holley
Jonathan Willard Horne
Claude Michael Horton
William Randolph Hursey
Curtis Pettigrew Jackson, Jr.
William Congreve Jackson, III
James Thurman Jakes
Martin Bayse Jarvis, Jr.
Alan Brent Johns
James Milton Johnson
Leon Aldine Johnson, Jr.
Donald Jerry Jolley
Ted Pressley Jones
Ferris Kimball Joyner, Jr.
Charles Richard Kelly
Richard Benson King
David Lamar Knox
Russell Craig Lamford
Thomas Duncan Leaby
Thomas Joseph Leclair
Duane Carlton Lewis
Pat Lennear Lichtenberger
Michael Frank Liebmann
James Benjamin Lineberry
Tony Duke Littlejohn
George Deaver Long, Jr.
Brian Allen Lovatt
Wallace George Lovelace, Jr.
Dennis Earl Lowe
Richard Brady Lowry
Thomas Holder Myles
Eugene Cavis McDowell
Philip Harvey McGee
Robert Crawford McIntyre, Jr.
James Douglas McLain
Ralph Reiss McMillan
James Kirkland Mancke
William Kennedy Mauldin
Jonathan Viret Maxwell
James Adelbert Merchant, Jr.
Paraskevas Michael Michaelides
Charles Calvin Miller
John Fletcher Miller
William Thomas Miller, Jr.
Robert Harper Mobley, Jr.
Gene Forrest Moore
Steven Douglas Morgan
Thomas Frank Morrison
Butler Bowen Mullins
William Lamar Murrah
Thomas William Nagle
David Adams Nebbitt
Rex Hollis O' Steen, III
William Jonathan Padgett
Frank Hurie Parks
Kenneth William Pearson
James Lamar Price
Samuel McGowan Price, Jr.
Robert Anderson Prince
Alfred Lamar Pruitt
Hunter Calvin Quick
Paul Lee Ramsey
Benjamin Allen Reed
William Eubank Reese
Thomas Brantley Reeves, Jr.
Van Eric Reeves
John Fitzhugh Rhem, Jr.
Daniel Jeff Rhodes
Danny O'Neal Rhodes
Donadrian Lawrence Rice
Michael Lynn Riddle
Bobby Cole Roberts, Jr.
Timothy McKinney Rogers
Henry Seabrook Rolls
Claude David Rose, Jr.
Peter Andrew Rowe
David Edgar Scarborough, Ill
Guy Echols Scoogin
William George Seelmann
Harold Eugene Sewell
Frederick Wayne Shealy
Jan Nicholas Shekikka
Robert Grayson Shorkey
Olin Christus Shull, Jr.
Herbert Xenophon Smith
Kenneth Edward Smith
William Aubrey Smith, Jr.
Connie Max Snipes, Jr.
James Alexander Stanton, IV
Larry Herbert Stephens
Samuel Butler Strain, Jr.
Paul Tien-Ming Sun
George Wilson Tate, Jr.
Douglas Meares Thurston
Joseph Elmo Tyson, Jr.
Robert David Voreis
Anthony Milton Walker
Jack Donald Walker
Russell Thomas Wallace
Marshall Thomas Walsh
Harry Eugene Warren
William Lynn Watson
Billy Amos Wells
Charles Herman White, Jr.
Cyper Eldredge Wiggins, Jr.

DONALD BRUCE WILDMAN
HENRY BROOKS WILKINSON
THOMAS HAMILTON WILLIAMSON, III
MICHAEL WORTH WILSON
JOHN ANDERSON WORKMAN
RUSSELL FARRELL WRIGHT
GEORGE WRIGLEY, III
WILLIAM GIBSON WYNN, JR.
DUNCAN McPHERSON YOST

BACHELOR OF SCIENCE DEGREE

James Allen, Jr.
Sterling Ryan Allen
Thomas Bowden Allgood
Brett Harold Alsbrook, Jr.
Jesse Charles Andrews
Benjamin Claude Babb, Jr.
Tater Franklin Bacon
John Dennis Benton
Wayne Neil Billings
Best Bennett Cantrell
Lawrence Roland Chewning, Jr.
Phil Hue Cook, Jr.
John Raymond Dennison
Frank Harris Fellers, Jr.
Larry Ray Foster
Jesse Jason Gardner, Jr.
Leonard Omar Gay, Jr.
Donald Baxter Gibson
Charles Grady Goode, Jr.
Walter Hall Goodloe, Jr.
Ronwell Broadus Harley
James Roger Hilton
Rachel Jackson Huggins
Fred Michael Kimbrell
Sevan Frederick Kind

DONALD BRUCE WILDMAN
HENRY BROOKS WILKINSON
THOMAS HAMILTON WILLIAMSON, III
MICHAEL WORTH WILSON
JOHN ANDERSON WORKMAN
RUSSELL FARRELL WRIGHT
GEORGE WRIGLEY, III
WILLIAM GIBSON WYNN, JR.
DUNCAN McPHERSON YOST

HONORARY DEGREES

William Harry Chandler
Nelle Holcombe
John Vincent Murray
Geo Preston Rutledge

DOCTOR OF DIVINITY
DOCTOR OF LAWS
DOCTOR OF DIVINITY
DOCTOR OF SCIENCE
### HONORS IN GRADUATING CLASS

#### Summa Cum Laude
- James Harold Chandler
- Thomas Joseph Leclair
- Steven Douglas Morgan

#### Magna Cum Laude
- Richard Edward Allen
- Everett Harold Albrook
- Charles Edward Alvis
- Dow Napoleon Bauknight
- Preston Bolt Bobo, Jr.
- Reddick Asbury Bowman, Jr.
- Gaines Milligan Foster
- James Harold Chandler
- Thomae Joseph Leclair
- Steven Douglas Morgan

#### Cum Laude
- Sterling Ryan Allen
- Perry McPherson Buckner
- James Timothy Cash
- James Milton Dunlap
- Tandy Cleveland Gosnell
- Ferris Kimball Joyner
- Fred Michael Kimbrell
- James Harold Chandler
- Thomae Joseph Leclair
- Steven Douglas Morgan

### ALGERNON SYDNEY SULLIVAN AWARDS

- Bates Lupo Scoggins
- Henry Beacham Freeman

### CLASS OF 1971

#### A. B. Graduates
- 121

#### B. S. Graduates
- 51

#### TOTAL GRADUATES
- 172

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- Committees of Board of Trustees
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- Correspondence, Directory of
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Visits To The Wofford College Campus

Parents, students, alumni and friends are cordially invited to visit the Campus. On the opposite page is a map of the Campus. Visitors should report to DuPre Administration Building (Building number 1) for information and assistance. Administrative offices are open on weekdays, except holidays, from 8:30 until 5:00 and on Saturdays by appointment. The College’s telephone switchboard is open weekdays and Saturdays from 8:30 A.M. until 11:00 P.M. On Sunday the switchboard is open from 2:00 P.M. until 11:00 P.M. The switchboard maintains the same hours as the administrative offices (see above) when classes are not in session because of holidays. The College’s telephone number is Area Code 803, 585-4821.