DIRECTORY FOR CORRESPONDENCE

The College in General
The President
Curriculum and Faculty
The Dean of the College
Admission to the College
The Dean of Admissions
Student Life
The Dean of Students
Institutional Finance and Planning
The Director of Finance and Planning
Fees and Other Business Matters
The Controller
Alumni Interests
The Director of Alumni Affairs
Information Services, Publications
The Director of College Relations
Registration, Student Academic Records, and Summer Session
The Registrar
Scholarships and Other Financial Aid
The Director of Financial Aid

The mailing address is: Wofford College, Spartanburg, South Carolina 29301.

The telephone number is: (803) 585-4821.

Parents, students, alumni, and friends are cordially invited to visit the campus, and may inquire at DuPre Administration Building or Burwell Campus Center for information and assistance.

Wofford College reserves the right to make changes in its calendar, regulations, fees and expenses, or courses.
## ACADEMIC CALENDAR FOR 1974-75

### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>3-6</td>
<td>Tuesday-Friday – Faculty-Staff planning sessions, committee meetings, and workshops</td>
</tr>
<tr>
<td>6</td>
<td>Friday – Faculty meeting</td>
</tr>
<tr>
<td>8</td>
<td>Sunday – Residence halls open</td>
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<tr>
<td>9</td>
<td>Monday – Orientation</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday – Freshman registration</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday – Registration for returning students</td>
</tr>
<tr>
<td>12</td>
<td>Thursday – First semester classes begin on regular schedule</td>
</tr>
<tr>
<td>27</td>
<td>Wednesday – Thanksgiving Holidays begin after final class or laboratory</td>
</tr>
<tr>
<td>2</td>
<td>Monday – 8 a.m. – Thanksgiving Holidays end; classes begin</td>
</tr>
<tr>
<td>13</td>
<td>Friday – Last day of first semester classes</td>
</tr>
<tr>
<td>16-20</td>
<td>Monday-Friday – First semester final examinations at Wofford</td>
</tr>
<tr>
<td>16-19</td>
<td>Monday-Thursday – First semester final examinations at Converse</td>
</tr>
<tr>
<td>20</td>
<td>Friday – Holidays begin after final exam</td>
</tr>
</tbody>
</table>

### INTERIM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>12</td>
<td>Sunday – Residence halls open</td>
</tr>
<tr>
<td>13</td>
<td>Monday – Interim begins</td>
</tr>
<tr>
<td>7</td>
<td>Friday – Last day of Interim</td>
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### SECOND SEMESTER

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>9</td>
<td>Sunday – Residence halls open</td>
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<tr>
<td>10</td>
<td>Monday – Registration</td>
</tr>
<tr>
<td>11</td>
<td>Tuesday – Second semester classes begin on regular schedule</td>
</tr>
<tr>
<td>21</td>
<td>Friday – Spring Holidays begin after final class or laboratory</td>
</tr>
</tbody>
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### SUMMER SCHOOL

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>9</td>
<td>Monday – First term summer school begins</td>
</tr>
<tr>
<td>11</td>
<td>Friday – First term summer school ends</td>
</tr>
<tr>
<td>14</td>
<td>Monday – Second term summer school begins</td>
</tr>
<tr>
<td>15</td>
<td>Friday – Second term summer school ends</td>
</tr>
</tbody>
</table>

### April

1. Tuesday – 8 a.m. – Spring Holidays end; classes begin

### May

16. Friday – Last day of second semester classes

19-23. Monday-Friday – Second semester final examinations

24-25. Saturday-Sunday – Commencement activities
The College
AIMS OF THE COLLEGE

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

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

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

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

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 legacy was to be laid aside as a permanent endowment.

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

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

LOCATION AND SURROUNDINGS

The College is located in the city of Spartanburg, which, with an altitude of nearly 300 feet, possesses an unusually healthful climate. Spartanburg has also been long noted as a community with an exceptional social, intellectual, and religious atmosphere. Though a modern commercial city, it still retains the cultural advantages of a college community, offering from time to time opportunities for hearing outstanding leaders of the nation in the intellectual and artistic world.

BUILDINGS

Wofford College is proud of its physical plant, which includes thirty-five buildings, a stadium, several playing fields, and other athletic facilities. In the past few years, seven new structures, including the three-level Sandor Teszler Library, the Burwell Campus Center, and three residence halls which contain individual sleeping-studying rooms, have been built. Several other buildings have been completely reconstructed.

The College campus consists of about seventy-five acres.

THE COLLEGE 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 leader.

There are more than 125,000 volumes in the general collections, including bound journals and microfilmed materials. The library regularly receives about 845 periodicals and newspapers and maintains extensive back files of journals for research. Books and journals are acquired and maintained to support the College's curricula.

In addition to the general collections there are approximately 5,000 volumes in the library's special collections, including important scholarly books of the 16th and 17th centuries. Checklists of 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 the records and historical material of the South Carolina Conference of the United Methodist Church.

The various departments of the library are under the supervision of professional librarians, who are available to assist library users in locating material and in fully utilizing the library's resources.
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.

ACCREDITATION

Wofford College is fully accredited by the Southern Association of Colleges and Schools and is a member of several other recognized associations and accrediting agencies.

PHI BETA KAPPA SOCIETY

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

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 several fields: accounting (for freshmen entering in 1973), biology, chemistry, economics, English language and literature, foreign languages, government, history, humanities, mathematics, philosophy, physics, psychology, religion, and sociology. Study is also possible in five fields in which majors are not offered: education, geology, military science, fine arts, and physical education. Furthermore, Wofford students may elect to complete majors at nearby Converse College in several areas not available at Wofford: e.g., music (liberal arts), theatre, classics, etc.

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

The College recognizes that its stated purpose requires its students (1) to acquire knowledge of themselves; their environment, and man’s institutions and relationships; (2) to develop competence in the use of the tools and techniques for learning; and (3) to discover a genuine zest and motivation for learning throughout their lives. The distinctive feature of a Wofford education is that it deals with attitudes and values, as well as with facts and skills in 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 and the reason for a liberal education.

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

THE INTERIM

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

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

Each of these approaches has its particular merits. Their combination at Wofford offers students and faculty the benefits of both. Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The “grade” designations of Pass with Honors, Pass, and No Credit are used in 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 require-
ment for graduation.*

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

THE RESIDENCE HALL EDUCATION PROGRAM (RHEP)
The Residence Hall Education Program (RHEP) 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 op-
portunities through weekly 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 di-
rectly confront each other with original ideas, questions, and possible
solutions to some of the problems faced 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 con-
flicting 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 an area
of personal and social concern.

The Residence Hall Education Program is a part of the academic
requirements for all freshmen. Two semester hours may be earned by
successfully completing two semesters of RHEP.

The director of the program and the RHEP Faculty-Student Com-
mittee serve in an advisory capacity, suggesting specific projects and
problems to be studied, and bring to the campus outstanding persons
with expertise related to each project. Upperclassmen participate in the
program on a voluntary basis.

ARMY RESERVE OFFICER TRAINING CORPS
Enrollment in ROTC is entirely voluntary. Applicants must take a
physical examination prior to enrollment in the advanced course. Both
the basic course and advanced course stress the development of leader-
ship ability.

BASIC COURSE: The Basic Course is general in nature and is in-
tended 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 ac-
quires 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 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 that it sponsors. These activities include the ROTC Rifle Team, the Morgan Rifles Drill Team, the ROTC Band, and a chapter of the National Military Honor Society of Scabbard and Blade.

COOPERATIVE PROGRAMS

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

Wofford students also may enroll in major programs at Converse College which are not offered at Wofford. The possibilities include: applied art, art history, classics, comprehensive science, contemporary humanities, elementary education, medical technology, music, special education, teaching of the deaf, and theatre. Similarly, Converse students may enroll in Wofford major programs not offered at Converse.

In addition, Wofford has joined in cooperative 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, Georgia Institute of Technology, and Clemson University in a two-degree five-year curriculum in liberal arts and engineering. A similar program exists with the University of Georgia in veterinary science.

Further information on cooperative programs is available elsewhere in the catalog or the office of the Registrar or of the Dean of the College.

FOREIGN STUDY OPPORTUNITIES

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 students in these programs have studied in Scotland, Austria, France, Spain, Mexico, and Germany.

A student contemplating such a program of study must 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, France, The Netherlands, Czechoslovakia, Spain, England, Germany, Ireland, Canada, Greece, etc.

(2) The Institute of Mediterranean Studies, with which Wofford is associated and which sponsors archaeological seminars in the Mediterranean area. Up to six semester hours of credit may be earned through this program. Further information may be obtained from the chairman of the religion department.

(3) The seven-week summer session at the University of Graz, Graz, Austria, sponsored jointly by Wofford and several other colleges who are members of the Association of Colleges and Universities for International-Intercultural Studies (ACUIS). In this program, Wofford students are afforded the unusual opportunity of spending a summer of study and travel in Europe while at the same time earning up to nine semester hours of credit.
SUMMER SESSION

The 1975 Wofford College Summer Session begins on Monday, June 9, and ends on Friday, August 15. The session is divided into two terms of five weeks each. Registration for the first term takes place on Monday, June 9, beginning at 9:00 A.M. Registration for the second term is held on Monday, July 14. For further information consult the summer school catalog or the Registrar.

PURPOSES

Some purposes of the Summer Session are:
1. To 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. To provide teachers with opportunities to take coursework for certification.
3. To allow both college students and recently graduated high school students an opportunity to accelerate their work toward earning a bachelor's degree.
4. To permit high school rising seniors to take college courses during the summer and receive college credit for these courses.
5. To encourage presently enrolled college students to make up any deficiencies they may have incurred.

CREDITS

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

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

During the Wofford Summer Session certain graduate courses will be offered with credit given by Clemson University. Interested persons should consult the Wofford summer school catalog for additional information.
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 coordinated by the Campus Union through the office of the Dean of Students. All funds for student activities are allocated through the Campus Union. The Student Affairs Committee, a group of faculty and students under the faculty by-laws, approve and regulate all student organizations.

**ORIENTATION**

The Dean of Students is the director of the orientation of new and transfer students. The program is planned by an orientation committee consisting of faculty and student members.

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

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

**GUIDANCE AND COUNSELING PROGRAM**

**TESTING AND RESEARCH CENTER**

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

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

**FRESHMAN ADVISORS**

Each freshman, prior to 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 cases of sickness and accidents. Hospitalization in the infirmary is permitted for a limited time for minor illnesses when bed care is necessary. The College does not assume the cost of X-rays, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals.

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

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

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

PLACEMENT SERVICES

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

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

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

The Placement Office is located in the Burwell Campus Center.

FINANCIAL AID FOR GRADUATE STUDY

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

STUDENT LINEN SERVICE

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

STUDENT REGULATIONS

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

AUTOMOBILE REGULATIONS

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

RESIDENT STUDENTS

All single students, except those commuting daily from their homes or homes of relatives (i.e., grandparents, aunts, uncles or married brothers or sisters) are required to live in the College residence halls and to take their meals in the College dining hall. Exceptions may be granted by the College, upon application, in the following cases:

1. A student who is in active military service or who is a veteran of two years of military service.
2. A student who is regularly employed thirty-five hours or more each week and whose work schedule would make living in the residence halls or taking meals in the dining hall impractical.
3. A student who for reasons of health, certified by a physician or practicing psychologist, cannot accommodate to residence hall living or who cannot receive a proper diet in the dining hall.

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.

RELIGIOUS OPPORTUNITIES

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

STUDENT ACTIVITIES

The Code of Student Rights and Responsibilities states that "students may organize themselves into any groups they wish for whatsoever purpose they wish." If the group wishes to be a recognized or chartered organization, it must be granted recognition, upon application, by the Student Affairs Committee.

ORGANIZATIONS

The following groups are duly recognized and their stated purposes are listed below.

Alpha Phi Omega: A national service fraternity.
American Chemical Society, Student Affiliates: To promote and extend the understanding and study of chemistry through fellowship with those who are concerned with this field.
Association of Afro-American Students: To provide a favorable political, social, and cultural environment for students; to help black students to learn to live as citizens in a changing society; to develop black student leaders; to open the campus to the black community.
Block W Club: To recognize athletic participation in a varsity sport.
Blue Key National Honor Fraternity: An honorary fraternity for juniors and seniors who are recognized for academic and extra-curricular leadership.
Campus Christian Association: To develop the Christian Community on campus and provide a means for spiritual growth for the individual members.
Campus Re Union: To emphasize aesthetics.
Coda: To promote interest in literature and literary activities.
Delta Phi Alpha: Honorary Fraternity whose purpose is to honor excellence in the study of German and promote understanding of German literature and culture.
Fellowship of Christian Athletes: To confront athletes and through them other youth with the challenge and adventure of accepting Jesus Christ as Lord and Savior.
Hyperopics: To promote truth across disciplinary lines.
Morgan Rifles: The Wofford Drill Team whose purpose is to instill a maturity of mind by developing leadership traits and self-reliance coupled with physical coordination.
Phi Beta Kappa: To honor those elected primarily on the basis of scholarly achievement, broad cultural interests, and good character.
Pi Gamma Mu: An honorary fraternity whose purpose is to improve scholarship in social studies and inspire social service to humanity by an intelligent approach to the solution of social problems.
Pre-Medical Society: To acquaint pre-medical students with the field of medicine and further their interest in the profession.
Psi Chi: An honorary fraternity whose purpose is to further interest and educational inquiry into all aspects of scientific psychology.

Rugby Club: To participate in playing rugby with other clubs, and to enhance the feeling of school spirit and sportsmanship.

Scabbard and Blade: A national honorary fraternity whose purpose is to honor advanced military science students for outstanding scholastic and leadership qualities.

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

Sigma Delta Pi: An honorary fraternity whose purpose is to honor students for excellence in the study of the Spanish language.

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

Veteran Association: To assist veterans on the Wofford campus in all affairs pertaining to their scholastic welfare; to have a fellowship of kindred spirit; to increase veteran participation in Wofford campus activities; and to continue the spirit of patriotism and loyalty to God and country.

Wofford College Campus Union: All students are members of the Campus Union whose purpose is to co-ordinate the various aspects of campus life through the student assembly and the various committees.

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

SOCIAL FRATERNITIES

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

The eight social fraternities at Wofford are:

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

MUSICAL ORGANIZATIONS

Glee Club - Designed to give qualified students the opportunity to develop and use choral music skills. This group makes numerous public appearances and participates in a spring tour.

Wofford College Mixed Ensemble - A co-educational choral group which often appears with the Glee Club in addition to making separate public appearances.

Band - Designed to give students with previous instrumental experience an opportunity to develop musical skills through rehearsals and public appearances.

ATHLETICS

Intramural Sports - Provision is made for organization and participation of intramural teams in various sports, including softball, touch football, and basketball. All students are urged to participate in these sports because of their influence upon the building of healthy bodies and the development of character.

Intercollegiate Athletics - A program of intercollegiate athletics is recognized as an important part of college life, and because of its educational values, the College gives its encouragement and direction. The College believes in high amateur standards for intercollegiate athletics. The College is a member of the National Association of Intercollegiate Athletics, and the College conforms to the rules and requirements of this association. Wofford fields intercollegiate teams in football, basketball, baseball, track, tennis, golf, and riflery.
THE PUBLICATIONS BOARD

The Publications Board is composed of three faculty members elected by the faculty and five student members, elected by the Campus Union. 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 is a newspaper edited by the students. It keeps the record of the news and happenings of the campus, together with editorial comments and interpretations of matters of special interest to students.

The Journal was established in 1889 and is a magazine intended to represent the best intellectual life of the student body. In addition to its editorials, the material in it consists of essays on serious topics, stories, and poems, and the method of treatment is literary in character. It is published four times during the school year.

The Bohemian 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.

AWARDS, PRIZES, AND MEDALS

Each spring at an Honors Day Convocation, the following awards are given:

Departmental Awards — Given by the various academic departments to outstanding senior for academic excellence in that department.

The W. Norman Cochran Citation — Given for excellence in the field of publication.

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

Heimlaus Poetry Prizes — Outstanding achievement in the writing of poetry.

Journal Awards — Outstanding achievement in the writing of short stories.

Music Awards — Outstanding achievement in the performance of choral and instrumental music.

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

Outstanding Citizen Award — Given by the Alumni Association to the senior who has made the greatest contribution in service to the College.

Who's Who Among Students in American Universities and Colleges — A coveted honor bestowed upon a select group of Wofford Seniors is election to Who's Who Among Students in American Universities and Colleges. Factors considered include excellence and sincerity in scholarship, leadership, and participation in extracurricular and academic activities, campus citizenship, and service to the school, and promise of usefulness to business and society. Selection is through secret ballot by a committee representing the administration, faculty, and student body; the program is administered by the Student Affairs Committee.

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

**POLICY ON CO-EDUCATION**

From the standpoint of its policy on the admission of day students, Wofford College is co-educational. Although considered by the public for many years to be an all-male college, Wofford became co-educational for day students several years ago, by action of the Board of Trustees. The College actively encourages the applications of women students who live within reasonable commuting distance from Wofford. No housing facilities exist on-campus for women, and the policy of the College does not permit admission of women day students who seek private housing in the area.

Women day students, who live within commuting distance from the college, may attend Wofford provided they have legal residence in the greater Spartanburg area. In practical terms, this means that unmarried women students have to reside either with parents, grandparents, married brother or married sister, aunt or uncle.

**DATES OF ENTRANCE**

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

**APPLICATION PROCEDURES**

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

**ALL APPLICANTS**

1. **APPLICATION FOR ADMISSIONS**

   A. All persons seeking admission must complete Application for Admission (Form I). It is to be returned with a non-refundable $15.00 fee to the Office of Admissions.

   B. Transfer students must, in addition, complete Form V, reasons for transfer.

2. **TRANSCRIPTS REQUIRED**

   A. All freshman applicants must submit ONE transcript of their high school record sent directly from the present or last high school attended.

   B. Transfer applicants must have a transcript sent directly from the last college attended.

3. **EXAMINATION RESULTS**

   All applicants are required to submit results from the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). Achievement Tests for freshmen in two fields of interest are recommended but not required.

4. **LETTERS OF RECOMMENDATION**

   A. Freshmen – A Guidance Counselors Evaluation on Form II is required. A written recommendation is required from a former teacher or other responsible citizen or person on Form III.

   B. Transfer – A written recommendation is required from a former teacher or other responsible citizen or person on Form III.

5. **MEDICAL HISTORY AND PHYSICAL EXAMINATION**

   All approved applicants will receive a Medical History and Physical Examination Form at the time of acceptance. This required form must be filled out by a physician, and it must be mailed by the physician to this office as soon as possible after notification of acceptance.

**PERSONAL INTERVIEWS AND CAMPUS VISITS**

Although personal interviews are not specifically required, interested students are urged to visit the campus and talk with representatives of the College. In order that such visits might be as informative as possible, we suggest that arrangements be made through the Admissions Office at least one week in advance. Interviews may be scheduled on weekdays from 9 a.m. to 4 p.m. and on Saturdays from 9 a.m. to noon. The Admissions Office telephone number (area code 803) is 585-4821, extension 275. On an invitation basis the college has organized hospitality weekends twice a year for high school juniors and seniors. Because of limited accommodations, applicants may be guests of the college 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 Committee on Admissions as soon as it has taken action on completed applications.

Because it is helpful to our overall planning, accepted students who are certain that they intend to enroll at Wofford are requested to notify us as soon as possible after their decisions have been made, but in any event the College does subscribe to the May First Candidates' Reply Date for students entering in September. Students who are applying for financial aid, however, are not required to notify us by May first if the final decision on the request for aid has not been made by that date. Students who are accepted after May first must submit their reservation deposits within two weeks after the dates of their having been accepted. The written acceptance of our offer of admission must be accompanied by a non-refundable $100.00 deposit for resident students and a $50.00 non-refundable deposit for day students. The deposit is creditable against comprehensive fees for the first semester.

STANDARDS FOR ADMISSION

The Wofford student body comes from a diversity of secondary school backgrounds. Thus, the Committee on Admissions does not prescribe a rigid set of course requirements for admission. Rather, each individual applicant is judged on his merit as a potential Wofford student. The preparatory courses listed below are recommended and specific omissions should in no way 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 is encouraged to apply. The Committee on Admissions will give full consideration to his promise as a Wofford student.

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 having previously obtained a high school diploma or certificate will be carefully considered by the Committee on Admissions with the following guidelines as general policies:

1. Twelve of the 14 units must have been in the area of college preparatory work and must have been completed at an academic level of good to superior.
2. As a minimum, the standardized test scores should total above the average total scores of the present freshman class at Wofford.
3. As evidenced in an interview with a member of our admissions staff, the applicant must possess maturity of thought and social behavior compatible with that of the age group with which he will associate in college.
4. The applicant must be recommended by an appropriate high school official for consideration to take this unusual educational opportunity.

Other persons who have obtained, by means other than the normal procedure, the equivalent of the requirements for admission will be considered on an individual basis. Consult the Dean of Admissions for further information.
When questions arise regarding the equivalency of a course taken elsewhere to a course offered at Wofford, the chairman of the department concerned determines acceptability 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.

Students attending certain technical institutes and taking programs leading to an Associate of Arts or Associate of Science degree may receive credit toward a degree at Wofford College. For further information consult College Registrar.

**READMISSION OF FORMER STUDENTS**

A student who has withdrawn from Wofford and who wishes to return must apply to the Registrar for readmission. If a student has attended any other institution(s) of higher learning during the absence from Wofford, official transcripts of work undertaken there must be submitted, together with statements of honorable dismissal from the other institution(s).

**CREDITS FOR NON-TRADITIONAL EDUCATION**

There are three testing programs through which students, particularly entering freshmen, may earn exemption and credit for required or elective courses. Each of the three testing programs (described below) accomplishes generally the same purpose and, therefore, it is not necessary to take the same test in more than one program. Any student who has doubt about which test should be taken to exempt and receive credit for a specific course should consult the Registrar.

A charge of $10.00 per credit hour is made for posting the courses and hours on the student's transcript. No more than thirty hours of credit will be accepted through any one testing program.

**COLLEGE LEVEL EXAMINATION PROGRAM – CLEP**

Within this testing program are two categories of tests. The General Examinations measure general knowledge in the areas of English Composition, Humanities, Mathematics, Natural Science, and Social Science-History. The minimum score acceptable on these tests is the 25th percentile. The Subject Examinations are designed to measure achievement in particular courses, and in some cases the General and Subject examinations overlap. Minimum scores are recommended annually by the Council on College Level Examinations and range from the 45th to the 50th percentile.

**ADVANCED PLACEMENT – AP**

The College accepts for exemption and credit scores of 3 or higher on tests taken in this program. The high school junior or senior should consult his guidance counselor about taking such tests.

**COLLEGE PLACEMENT TEST PROGRAM – CPT**

First-year students are given the opportunity during the summer before entrance to take standardized College Placement Tests through which they may earn exemption and credit for a number of courses. These tests are similar to CEEB Aptitude and Achievement examinations and are scored on the same scale. Minimum acceptable scores are reviewed and established annually. Students with questions regarding CPT should consult the Registrar. The CPT opportunity is no longer available after the student has matriculated and begun his or her college work. It is a pre-entrance program only.

**UNITED STATES ARMED FORCES INSTITUTE AND CORRESPONDENCE COURSES – USAFI**

The College will accept as many as thirty hours of USAFI credits and as many as twelve hours of credit through correspondence courses that are conducted by a regionally accredited university or college. However, correspondence work is not accepted after the student matriculates at Wofford College.

The Registrar will post USAFI and correspondence credits to the student's transcript only after the student has passed fifteen hours of course work at Wofford College.

**MILITARY EXPERIENCE AND SCHOOLS**

Former enlisted personnel who have served at least six months on active service in the armed forces may be granted three hours credit for that experience. If they served for two years or more, they may receive six hours credit. Officers may receive up to 18 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.
College credit is awarded for some military service schools that are recommended by the American Council on Education's, "A Guide to the Evaluation of Educational Experiences in the Armed Services."

Wofford demonstrates its interest in military personnel who wish to continue their education under programs such as "Bootstrap" by a liberal evaluation of previous academic and military experiences.

EDUCATIONAL OPPORTUNITIES FOR NON-TRADITIONAL APPLICANTS

As suggested above in the statements of College policy on the acceptance of credit based on CLEP, USAF!, correspondence, and military experience, Wofford College encourages individuals who are beyond the traditional post-high school stage in age and/or background, and especially military veterans or career military personnel, to pursue an educational program leading to an undergraduate degree. So that the College can outline specific academic programs and provide counsel in general, we urge people who are interested in these educational possibilities to confer on campus with the Dean of Admissions and the Registrar, if possible, and to submit their credentials for evaluation in any event.

Inquiries are welcomed by the Registrar, who provides the official evaluation of previously-earned credits. The Dean of Admissions provides application materials as well as advice designed to present the applicant in good order to the Committee on Admissions for final decision.
FEES

For each academic year, the College establishes comprehensive, or all-inclusive, fees for resident and day students. For 1974-75, comprehensive fees will be $3,545 for resident students and $2,205 for day students. Comprehensive fees do not cover the entire cost of the college program. More than $500.00 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:

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester*</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Students</td>
<td>$1,975</td>
<td>$1,570</td>
</tr>
<tr>
<td>Day Students</td>
<td>$1,225</td>
<td>$980</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, admissions 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. Persons taking over 17 hour will be billed by the Controller’s Office at the rate of $80 per semester hour.

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.

REGULATIONS REGARDING PAYMENTS

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Portion of Comprehensive Fee Refunded</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-year or final examinations of the academic year or the final examinations of the summer term.

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

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

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

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

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

FINANCIAL ASSISTANCE

Wofford College offers a variety of financial assistance with different stipulations placed upon the various forms of financial aid available to applicants. Some financial aid is awarded entirely on the basis of scholarship; some upon financial need; some is based upon leadership qualifications; others upon athletic prowess; some upon career plans; and some scholarships combine all these qualifications.
In other cases, particularly when the applicant has no special preference or qualifications, the College will arrange for a "package aid" plan which consists of a scholarship, a loan, and/or 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 to the Director of Financial Aid by March first 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 endowed funds 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 and are to be used exclusively in the payment of college fees. The holder of any endowed scholarships in one year may apply for a renewal of this scholarship for the succeeding year, which may or may not be granted. A cumulative average of at least "C" will be required of students receiving a scholarship.

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

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

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

All applications for scholarships should be made on forms available from the Director of 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**

Ministerial students and children of Methodist ministers may, upon application, receive grants in aid in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>Denominations</th>
<th>Resident student</th>
<th>Day student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children of Methodist ministers</td>
<td></td>
<td>$500</td>
<td>$300</td>
</tr>
<tr>
<td>Ministerial students, all denominations</td>
<td></td>
<td>$500</td>
<td>$300</td>
</tr>
</tbody>
</table>

A student preparing for the ministry and accepting grants under the above provisions will be required to sign notes which will be cancelled upon being received into full connection with the United Methodist Conference or being commissioned under the General Board of Missions of the United Methodist Church or upon being ordained in churches of denominations other than Methodist. Only one of the above scholarships may be granted to a student during any academic year.

A grant in aid to children of Methodist ministers is not automatic. The grant will not be made when the student is eligible to receive any of the following other financial assistance.

- **ROTC Scholarship**
- **King Teen Scholarship**
- **Anna Todd Wofford Scholarship**
- **South Carolina Tuition Grant**

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

**SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS: A PROGRAM OF DIRECT AWARDS**

For the first time in the fall of 1966, colleges and universities made available Educational Opportunity Grants to a limited number of undergraduate students with financial need who required these grants to attend college. The name was changed in 1972 to Supplemental Educational Opportunity Grants. To be eligible for this grant a student must show academic or creative promise.

Eligible students who are accepted for enrollment on a full time basis or who are currently enrolled in good standing, may receive SEOG'S for each year of their higher education, although the maximum duration of the grant is 4 years.
Grants will range from $200 to $1,000 a year, and can be no more than one-half of the total assistance given the student.

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

**BASIC OPPORTUNITY GRANTS**

Basic Opportunity Grants have been created under a new law enacted by Congress in June, 1972. Under this new law, every eligible student will be entitled to receive a payment determined according to a statutory formula. The maximum grant is $1,400. No grant may exceed $1,400 minus the family contribution (computed according to approved methods of need analysis) or one-half the actual cost of college attendance, whichever is less. In addition, the sum of the family contribution plus the Basic Grant may not exceed the actual cost of attendance.

**SOUTH CAROLINA TUITION GRANTS**

The Higher Education Tuition Grants Program is a state-financed program designed to assist South Carolina residents who are accepted by or enrolled in independent colleges in South Carolina. Grants are based on need and merit. Application forms are available through high schools, college financial aid offices, and the Tuition Grants Committee offices, 411 Palmetto State Life Building, Columbia, South Carolina 29201. These grants are given on a one-year basis but may be renewed. These are no repayment of the grants.

Grants of up to approximately $1,500 may be made, but none will exceed tuition and fees at the college in which the student is enrolled. No grant will exceed the demonstrated financial need of the applicant.

*Eligibility*—An applicant must be a resident of South Carolina for at least one year, of good moral character, have demonstrated qualities of academic merit and financial need, must be accepted by or registered in a South Carolina institution of higher learning as a full-time student whose academic program are not comprised solely of sectarian instruction and is not enrolled in a course of study leading to a degree in theology, divinity or religious education.

*Selection*—The South Carolina Tuition Grants Committee will make awards on the basis of academic merit and financial need. The number of awards will depend on the amounts appropriated by the General Assembly. To receive a grant you must apply to a South Carolina independent college and be accepted for admission.

**HONORARY SCHOLARSHIPS**

**Spartanburg High School Scholarship**—A scholarship of $550.00 renewable for four years is awarded annually, by Wofford College on the basis of scholastic attainment and character, to a member of the graduating class of Spartanburg High School.

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

**SPECIAL SCHOLARSHIPS**

Beaumont Mill, Startex Mill and Whitney Yarn, Powell Knitting and John H. Montgomery Mills collectively, Spartanburg, S. C. — Each of these mills presents annually a four-year scholarship equivalent in value to day student's fees to an applicant whose parents or who himself has been employed in the mill at least the preceding year. The selection Committee to award these scholarships is chosen by Wofford College. A Spartan Mills endowed scholarship (see page 52) 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**—$1,000.00 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.

**Crouch Scholarship**—Established in 1963 by Mr. Thornton Crouch of Hartsville, South Carolina.

**Deering Milliken Scholarship**—$1,200.00 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.

**The Paul M. Dorman Scholarship**—A renewable scholarship of $750.00 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.
Epworth Home Scholarships - Graduates of Epworth Home are granted a scholarship of $350.00 per year.

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

The First Federal Savings and Loan Scholarship - Awarded on the basis of need and academic achievement to a resident of Spartanburg County.

The Addie Sue Gosnell Scholarship - A renewable scholarship of $750.00 a year to be awarded to a female graduate of Dorman High School on the basis of character, academic ability, and financial need. Established in 1973 by Fred A. Gosnell, Sr., in honor of his wife.

The Cullen Bryant Gosnell Scholarship - A renewable scholarship of $750.00 a year to be awarded to a graduate of Dorman High School on the basis of character, academic ability, and financial need, recommended by the Principal of Dorman High School and the Wofford Committee on Student Financial Aid. This scholarship is in memory of Cullen Bryant Gosnell, son of Jesse Holland and Corrie Setzler Gosnell. Dr. Gosnell graduated from Inman High School, Wofford College (A.B.), Vanderbilt University (A.M.), and Princeton University (Ph.D.).

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

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

Paul Hardin, III, Scholarship - A renewable scholarship of $750.00 a year to be awarded on the basis of character, academic ability and financial need. This scholarship is in honor of Paul Hardin, III, eighth President of Wofford College. It was established in 1970 by the Fred A. Gosnell, Sr. Foundation.

King Teen Scholarships - Four scholarships of $2,000.00 per year for 4 years awarded to South Carolina male high school seniors who are nominated by their teachers as possessing outstanding qualities of character, scholarship and leadership. Contest closes first week in March. Full information about King Teen Scholarships will be made available to high school principals and guidance counselors by January 15.

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

The Joab M. Lesesne, Jr. Scholarship - A renewable scholarship of $750.00 a year to be awarded on the basis of character, academic ability, and financial need. This scholarship was established in 1973 by the Fred A. Gosnell, Sr. Foundation in honor of the Ninth President of Wofford College.
The Charles F. Marsh Scholarship - A renewable scholarship of $1,000.00 a year to be awarded to a South Carolina student on the basis of character, academic ability, and financial need. This scholarship is in honor of Charles F. Marsh, distinguished educator, who as the seventh President of Wofford College was instrumental in greatly strengthening the College. It was established in 1966 by Mr. and Mrs. Fred A. Gosnell, Sr., and is to be paid through the Fred A. Gosnell Foundation. In selecting the recipient of this scholarship, the Wofford Committee on Student Financial Aid is to consult during his lifetime with Dr. Marsh.

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

Neofytos Papadopoulos Scholarship - $1,000.00 per year given annually by Dr. Constantinos P. Papadopoulos of Houston, Texas, to provide a scholarship for 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.

Spartanburg Rotary Club Scholarship - A one-year scholarship to Wofford College valued at $500 per year awarded to a Spartanburg County student. The scholarship will be granted on the basis of actual need and scholastic promise.

Snyder-DuPre Scholarship - A one-year renewable scholarship of $350.00 per year, awarded by the Washington, D. C. Alumni Association, in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPre.

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

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

Anna Todd Wofford Scholarship - Two scholarships of $1,000.00 per year for four years awarded to female day students. Established in 1973 in honor of the first wife of Benjamin Wofford, founder of Wofford College. Contestants are nominated by their high schools as possessing outstanding qualities of scholarship, leadership, and character.

Wofford College Merit Scholarships - In cooperation with the National Merit Scholarship Corporation, three Merit Scholarships are awarded to National Merit Finalists who have designated Wofford as their first college choice. Stipends range from $500 to $1,500 depending upon financial need.

ENDOWED SCHOLARSHIP FUNDS

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

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

Mrs. Betty G. Bedenbaugh - Established by Mrs. Betty G. Bedenbaugh in her will of August 22, 1933. The income is to be used as an
annual scholarship to be awarded to a worthy and needy student, with her kinsmen being given preference.

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

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

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

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

Professor and Mrs. Charles E. Cauthen Endowed Scholarship Fund - Established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen served on the faculty from 1943 to 1964. Income from scholarship to be awarded annually to deserving and needy undergraduate student.

Dr. James Alburn Chiles, Sr., and James A. Chiles, Jr., Memorial Scholarship Fund - This endowed scholarship was established in the will of Marie D. Chiles, and the income provides one or more scholarships for worthy students.


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

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

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

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

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

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

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

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

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

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

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

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


Chesley C. Herbert - Established by Rev. C. C. Herbert, Jr., and his brother, Dr. T. W. Herbert, as a memorial to their father, Rev. Chesley C. Herbert, of the Class of 1892.

Holler-Hobbs Scholarship Fund - Established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr.; her father, the Rev. A. E. Holler; his brothers, Emory A., Eugene M., and the Rev. John D. Holler; also in honor of her brothers and nephews who attended Wofford College. Scholarship awarded annually to a deserving and needy undergraduate student.
George J. Holliday, III Memorial Scholarship Fund—Established in 1969 by Mr. and Mrs. John M. J. Holliday as a memorial to their son, George J. Holliday, III, of the Class of 1968, and a member of the Wofford College Golf Team. Character, scholastic achievement, and financial need are considered in awarding these scholarships.

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

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

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

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

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

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

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

Samuel R. Moyer Endowed Music Scholarship Fund—Established in the spring of 1963 in memory of Samuel B. Moyer, who for seventeen years was Director of Music and Professor of Music and Art at Wofford, this fund provides financial assistance to musically talented students who are performers in the college music organizations. Musical ability, character, scholastic achievement and financial need are considered in awarding this scholarship. A recipient (or recipients) is selected each year by the Financial Aid Committee based upon the recommendation of the Director of Music and/or the Directors of the College music organizations, with one recipient (when so qualified) being designated as the Moyer Scholarship Soloist of the Wofford Glee Club.

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

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

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

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

The Oscar F. Rearden Scholarship Fund—Established in the will of Oscar F. Rearden as a scholarship fund for the education of any young man or men who are studying for the Methodist ministry. The recipient or recipients shall be deserving of financial aid and be unable to adequately pay his or her own educational and living expenses.


Arthur B. Rivers Endowed Scholarship Fund—Established in honor and memory of Dr. Arthur B. Rivers by his family and his friends in the S. C. Department of Public Welfare. In seeking wisdom, he was wise; in seeking strength, he was strong; in seeking excellence, he achieved his goal. Income from scholarship to be awarded annually to a deserving and needy undergraduate student.

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

Annie Naomi McCurtha Shirley Scholarship Fund—Established by Mrs. Annie N. M. Shirley of Columbia, S. C., the income to be used in aiding needy ministerial students of the Methodist Church.
Carter Berkeley Simpson Memorial Scholarship — The annual proceeds of this endowment to be used as a renewable scholarship to be awarded to a graduate of Spartanburg High School on the basis of character, academic ability and financial need. Established in 1969 by Mr. John W. Simpson as a memorial in honor of his brother, Carter B. Simpson, who graduated from Spartanburg High School in 1932 and attended Wofford College for two semesters before entering the Marine Corps. Carter entered the Naval Academy in 1935 and graduated in 1939, receiving a commission in the Marine Corps. He fought with the American Forces on Bataan and Corregidor where he became a prisoner of war. The ship on which Carter was being taken to Japan was sunk by torpedo fire. He was able to swim ashore but was recaptured and put on another ship to be taken to Japan. During this voyage he died of starvation and exposure.

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

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

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


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

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

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

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

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

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

United Students Aid Funds Loan Program — Wofford College participates in this national non-profit loan program for needy and deserving students. Full-time undergraduate students may borrow up to $1500.00 per year, but no student may borrow more than $7500.00. 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 replace the National Defense Student Loan Program of 1911, a an endowed scholarship for a student selected on

The National Direct Student Loan Fund — National Direct Student Loan Program replaces the National Defense Student Loan Program. The ceiling of $1,000 per year for undergraduates and $2,500 per year for graduate students has been removed. A total of $5,000 can be bor-
rowed by undergraduates but the student is limited to a total amount of $2,500 until the completion of his sophomore year. The remaining $2,500 can be borrowed during the remainder of the undergraduate program.

The repayment period and the interest do not begin until nine months after the student ends his studies. These loans bear interest at the rate of three per cent a year. Repayment of the principal may extend over a ten year period, with the exception that a college may require repayment of no less than $30 per month.

The former ten per cent teacher cancellation authorization has been eliminated. However, a percentage of cancellation for teaching in an elementary or secondary school that has been designated as a school with a high enrollment of students from low income families or for teaching in a school for handicapped children is still authorized.

Law Enforcement Education Loans — Wofford College accepts at least fifteen hours of directly related criminal justice courses for transfer students who have completed professional law enforcement courses at accredited institutions. Financial assistance under this program is available for qualified In-service and Pre-service students.

ENDOWED LOAN FUNDS

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

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

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

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

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

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

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

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

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.

James M. Bailey Foundation Endowment Fund — Established by Mr. James M. Bailey of Fort Myers, Florida.

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

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

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

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

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

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

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

J. M. Evans Endowment Fund — Established by the estate of J. M. Evans, May 9, 1962.

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.

Sam A. George Endowment Fund

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

W. Holmes Harden Endowment Fund — Established by the Estate of W. Holmes Hardin.

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

Kenan Charitable Trust Endowment Fund — To establish the William R. Kenan, Jr., Professorship.

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

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

John Ashby McGraw Endowment Fund — Established by Dr. Gerald D. Sanders.

Richard J. Manning, Jr. Memorial Fund — By his heirs of Spartanburg, S. C.

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

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


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

O. B. Simmons Memorial Endowment Fund.

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

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

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

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

D. D. Wallace Chair of History & Economics.

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

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

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

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

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

LOAN FUNDS

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

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

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

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

Citizen of Fort Mill, S. C.

Class of 1880 - T. B. Stackhouse Fund - By Mr. T. B. Stackhouse of Columbia, S. C., and his classmates.

Class of 1905 Fund - By the class of 1905.

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

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

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

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

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

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

Ernest J. Eaddy Loan Fund - By Mr. Ernest J. Eaddy, Class of 1925, of Spartanburg, S. C.

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

A Friend - From New York City.

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

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

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


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

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


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

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

A. W. Jackson Fund - By Mr. A. W. Jackson.

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

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

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

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

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

Boyd M. McKeown Fund - By Mr. Boyd M. McKeown of Nashville, 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 Padgette - Loans restricted to ministerial students and seniors.

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

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

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

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

F. W. Sessions Fund - By Mr. F. W. Sessions.

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

Sims, Lyles, Dawkins, Martin Loan Fund.

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

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

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

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

Citizen of Fort Mill, S. C.

Class of 1880 — T. B. Stackhouse Fund — By Mr. T. B. Stackhouse of Columbia, S. C., and his classmates.

Class of 1905 — By the class of 1905.

Class of 1989 — Student Emergency Loan Fund — Established by Mr. Cecil F. Huskey and other members of the Class of 1939 to enable third and fourth year students to meet incidental expenses.

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

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


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

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

Ernest J. Eaddy Loan Fund — By Mr. Ernest J. Eaddy, Class of 1925, of Spartanburg, S. C.

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

A Friend — From New York City.

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

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

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

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

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

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


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

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

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

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

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

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

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

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

Boyd M. McKeown Fund — By Mr. Boyd M. McKeown of Nashville, 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 Padgette — Loans restricted to ministerial students and seniors.

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

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

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

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

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

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

Sims, Lyles, Dawkins, Martin Loan Fund.

Coke Smith Fund — By Rev. Coke Smith.
J. T. Smith and Wife Fund – By Mr. J. T. Smith.

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


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

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

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

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

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


The Rev. W. Pinckney Way Incidental Loan Fund – Established in 1937 as a memorial to their father by the children of the Rev. W. Pinckney Way. Loans from this fund to be made to third and fourth year students to be used for the purchase of textbooks only.

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

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


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

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

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

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

The regular academic year is divided into two semesters and a four-week Interim. The official College Calendar is printed in this catalog.

MATRICULATION, REGISTRATION AND ENROLLMENT

Registration and matriculation take place in Main Building at the beginning of each semester. All students must register on the registration date prescribed in the College Calendar. Students registering after the prescribed date 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 registration changes." 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 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) must be approved by the Registrar.

COURSE LOAD

The normal course load in each semester is four courses of three or four semester hours each, and the normal load in January is 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 four full courses, all but one of which are prescribed as indicated below. Second semester freshmen should follow the course prescriptions listed below unless they are officially enrolled in specialized programs (e.g., the five-year medical program) whose closely-structured nature requires otherwise.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Humanities 101</td>
<td>English 102</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>A General Education Required Course</td>
<td>A General Education Required Course</td>
</tr>
<tr>
<td>An Elective Course</td>
<td>An Elective Course</td>
</tr>
<tr>
<td>RHEP</td>
<td>RHEP</td>
</tr>
</tbody>
</table>

Any student, other than a first semester freshman, may take up to seventeen hours if he or she is not on academic probation. If the student wishes to take more than seventeen hours, he must submit a written petition to the Registrar prior to the last day of the drop-add period. The student will be charged a per-hour fee for each semester hour in excess of seventeen hours if the petition is granted.

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

GRADING SYSTEM

Effective September 1, 1973, the grading system is as follows: A - Superior; B - Good; C - Clearly Passing; D - Passable; NC - No Credit or not qualified to receive A, B, C, or D; I - Incomplete and W - Withdrawal. The "W" is never given unless requested by the student and then only at the discretion of the instructor.

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

EXAMINATIONS

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

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 mid-semesters and at 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 better than a 3.00 grade point average in at least four full courses. All courses attempted shall be considered in computing the average. 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. These honors are determined by using the traditional grade-point-average, and the qualifications are: 3.25 – cum laude; 3.50 – magna cum laude; and 3.75 – summa cum laude.

REQUIREMENTS FOR GRADUATION
Candidates for degrees must complete 124* hours including general education and major requirements. Within this total a candidate must pass at least 32 courses of three or four semester hours each, plus required Physical Education, Residence Hall Education Program, and Interim projects. Within these 124 hours and thirty-two courses required for graduation, the student must have a C average or he must have passed these thirty-two courses and 124 semester hours with grades of no less than C. Only grades of A, B, C, and D will be used to determine whether or not a student has a C average. This regulation is effective September 1, 1973, and it applies to all students enrolled at Wofford College.

RESIDENCY REQUIREMENT
The senior year of work (the final 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. Before undertaking such work, the student must obtain the approval of the Registrar and chairman of the department concerned.

REGULATIONS FOR ADDING OR DROPPING COURSES
During the “Drop-Add Period”, which each semester extends from the day of registration to the dates noted in the College Calendar on page 2 of the Catalog, the student wishing to add a course must obtain an enrollment card from the instructor who teaches that course. This enrollment card is brought by the student to the Office of the Registrar. If the student wishes to drop a course, he must obtain a “Drop Slip” from the instructor who teaches the course. This form is likewise brought by the student to the Registrar’s Office. In each case the card or form must be initialed by the instructor involved, and in the case of freshmen or sophomores who drop or add courses, the documents must bear the faculty advisor’s signature.

After the “Drop-Add” period the student may drop a course at any time, but before doing so should seek advise on the matter from his advisor and the instructor. At that time the student must request a "W" (which may or may not be granted); without such request it is incumbent upon the instructor to report an “NC” to the Registrar. This “Drop-Slip” is returned to the Registrar by the instructor and not by the student.

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

Any student who has twice failed a course required for graduation may request before the end of the Drop-Add Period in the subsequent regular semester the Dean of the College to convene a committee to review his case. This committee's decision is arbitrary and final.

CLASS STANDING
For a student to rank as a sophomore, he must have to his credit a minimum of twenty-four semester hours; as a junior, fifty-six semester hours; as a senior, ninety semester hours.

*Students who entered Wofford College prior to June 1, 1972 must complete 120 hours.
OFF-CAMPUS COURSES

Any student who has accumulated 62 semester hours, exclusive of up to six hours in military science and two hours of required physical education, and who desires to take course work at another institution of higher education, must take such work at an accredited senior college or university if he expects this work to apply toward the requirements for a degree from Wofford College. The student must secure advance approval of the Registrar and the chairmen 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 withdraw from the College. In extenuating circumstances, such interviews might be conducted by telephone with one of the administrators specified above.

AUDITING COURSES

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

HONORS COURSES

At the discretion of the Faculty, a senior student may 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 in his major department during his previous two regular semesters at Wofford shall be eligible to participate in an honors program. Upon mutual consent of department and student, the department shall submit to the Curriculum Committee of the Faculty a request that the student be allowed to participate in an honors program. The request shall be accompanied by a statement concerning the general nature of the work to be undertaken.

4. An honors program may be undertaken only by seniors and will carry a maximum credit of six 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 the honors program.

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

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

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

9. Applications for honors courses should be made at least in time for consideration by the Curriculum Committee of the Faculty at its last scheduled meeting in the student's junior year, or where circumstances do not permit such action, at 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 have had at least one previous semester at Wofford and must have attained a B average, either cumulative or current.

II. PROCEDURE FOR APPLICATION AND APPROVAL

A. 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 is available to the student in the office of the Registrar. The complete form will be retained by the course instructor or until the end of the semester and then used, in space provided, for a report to the Dean of the College.

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

III. REQUIREMENTS, PROCEDURES, AND CREDIT

A. The student shall meet all the requirements of the regular course, including the final examination.

B. Credit may not be given for In-Course Honors unless the student earns a grade of at least B on both the regular course and the In-Course Honors work. (The grade on one shall not affect the grade on the other.)

C. Honors work shall:
   1. consist of independent study, under tutorial guidance;
   2. exhibit "plus qualities" such as initiative, creativity, intellectual curiosity, critical thinking, sound methodology;
   3. include a terminal essay which analyzes or exhibits the results of the study;
   4. culminate in an oral examination by a committee (appointed by the department chairman) of three faculty members including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour.

D. Upon the student's satisfactory completion of In-Course Honors the instructor will report the regular course grade with the suffix H added to the course number and with the signatures of at least two of the examiners appearing on the report card.

E. The Registrar will add the H suffix to the course number on the student's record and allow one semester hour credit for the honors work in addition to the regular course credit.

IV. LIMITATIONS

A. A student may elect more than one In-Course Honors course per semester.

B. No student shall be penalized for failure to undertake honors work. He may, without honors, earn B's or A's in the regular course.

C. No faculty member is obligated to comply with the request of a student for In-Course Honors.

D. No first-semester faculty person shall give In-Course Honors; he should direct the interested student to the department chairman for other possible arrangements.

CLASS ATTENDANCE

1. All students are expected to attend all classes and laboratories. Students should understand that they are responsible for the academic consequences of absence from class or laboratory.

2. Under this policy a student's retention in a course is based on his academic performance in class, not legallyistically on how many times he does not attend. In the classroom he gives his reactions and listens to the reactions of his fellow students. In such an educative process both the class and the student suffer a decided loss when he misses class.

3. Any student who abuses his attendance privileges or who is remiss in his academic performance may be required to withdraw from the course under the following procedures:
   a. in such a case, the instructor will send a class warning form to the student requesting an interview. If the student fails to respond or if the interview is unsatisfactory, the instructor will notify the Assistant Dean of the College.
   b. if the student fails to show satisfactory improvement, the instructor shall send to the Dean of the College for his approval a Required Class Withdrawal form for the student. The Dean of the College will inform the instructor, the student, and other interested parties of the required withdrawal.

4. Absences from Military Science and Physical Education classes will be governed by those 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.

ACADEMIC PROBATION AND EXCLUSION

Academic probation or exclusion is intended to warn the student that he is failing to profit from an educational opportunity. The standards
adopted are based upon the theory and hope that the student whose academic performance is poor may be expected to make reasonable progress toward meeting the requirements for graduation. Therefore, the student's record will be evaluated after each semester and summer session. If the student fails to meet the minimum levels of performance, he will be placed on academic probation for the subsequent semester or summer session, or he will be excluded for the subsequent semester. If the student is on academic probation for three consecutive semesters, he will be ineligible to attend Wofford in the subsequent semester. However, at any time that the student makes the Dean's List in the third semester that he is under academic probation, he will be allowed to re-enroll for the subsequent semester. Students excluded from Wofford College may apply to the Registrar for re-admission after one semester of exclusion.

Wofford College will not accept any academic credit taken at another institution while the student is on academic probation or exclusion. This rule may be waived only if the student on academic probation presents in writing a petition to the Registrar.

The College feels strongly that permanent exclusion from the College is a serious matter that should involve very deliberate consideration between the Dean, the Registrar, the student's faculty advisor, and the student. No regulations, therefore, are prescribed.

All students presently enrolled will continue under the Academic Probation and Exclusion regulations stated in the 1973-74 catalog. All transfers, former students, and freshmen entering Wofford College after May 1974, will come under the rules outlined above, and the Registrar will establish equivalents and procedures necessary to apply this rule to the students.

*Cumulative Hours Attempted  Cumulative Academic Probation Level  Cumulative Exclusion Level

<table>
<thead>
<tr>
<th>Hours</th>
<th>Academic Probation Level</th>
<th>Exclusion Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-26</td>
<td>Below 1.30</td>
<td>Below 1.0</td>
</tr>
<tr>
<td>27-58</td>
<td>Below 1.60</td>
<td>Below 1.20</td>
</tr>
<tr>
<td>59-92</td>
<td>Below 1.90</td>
<td>Below 1.40</td>
</tr>
<tr>
<td>92 or more</td>
<td>Below 2.00</td>
<td>Below 1.60</td>
</tr>
</tbody>
</table>

At any time that a student's academic performance is extremely poor the Dean, after consultation with the Registrar, the student, and the student's faculty advisor, may require the student to withdraw from the College immediately, regardless of the minimum standards outlined above.

* P/F course not included, i.e., Intern, RHEP, and P.E. 101 and 102.
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 work 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 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 fields: accounting, economics, English language and literature, foreign languages, government, history, humanities, 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.

AWARDING OF DEGREES

Degrees are awarded in May and August of each year.

REQUIREMENTS FOR THE B.A. AND B.S. DEGREES

It is the responsibility of the student to ascertain and meet his requirements for the completion of the degree.

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<tr>
<th>Semester Hours</th>
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<table>
<thead>
<tr>
<th>B.A.</th>
<th>B.S.</th>
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<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language or Literature in Translation</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
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</tbody>
</table>

In addition to the above, the college requires the student to pass 32 three- or four-hour courses.

OUTLINE OF SPECIFIC REQUIREMENTS

ENGLISH

SIX SEMESTER HOURS

This requirement is met by successfully completing English 102 and either a 200-level English course or Humanities 201 and 202.*

FINE ARTS

THREE SEMESTER HOURS

This requirement is met by successfully completing one of the following courses:

- Art 201, 202, 250, 303
- Humanities 201 and 202*
- Music 100 and/or 200 (four hours total)
- Music 201 or 202
- Theatre 250, 255, 351

FOREIGN LANGUAGES or LITERATURE IN TRANSLATION

THREE or SIX SEMESTER HOURS

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

HISTORY, PHILOSOPHY, RELIGION

TWELVE SEMESTER HOURS

This requirement is met by the satisfactory completion of one course in each department plus one additional course in one of the three departments. The following courses will satisfy the requirements:

- History 101, 102 or 103
- Humanities 201 and 202*
- Philosophy: Any course
- Religion 201, 203, 251, 252

HUMANITIES 101

THREE SEMESTER HOURS

This seminar course is required of every freshman.

*The student must successfully complete the full year of Humanities 201, 202 in order to count one course toward the general education requirements in each of the areas of English literature, fine arts, philosophy, and religion.
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 preferably in the same department, chosen from the following list:

- Biology 101, 102, 123, 124, 221, 222
- 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 101, 102, 121, 122, 223, 224
- Chemistry 123-124
- Geology 111, 112
- Physics 121, 122
- Psychology 331, 332, 341, 342

RESIDENCE HALL EDUCATION PROGRAM TWO SEMESTER HOURS

This requirement of all freshmen (and transfer students who enter with fewer than 24 hours) is met by successful completion of two semesters of this program.

PHYSICAL EDUCATION TWO SEMESTER HOURS

This requirement is met by satisfactorily completing P. E. 101 and 102 in the sophomore year.

MAJOR WORK EIGHTEEN TO FORTY-FOUR SEMESTER HOURS

For details regarding major work and major departments, consult the paragraphs headed "Major Work" below, and the departmental listings in the "Courses of Instruction" section of the catalogue.

ELECTIVES

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

OMISSION OF REQUIRED COURSES

Students with superior preparation in any of the above-listed courses are encouraged (or may be required at the option of the department) to omit any of them on which they demonstrate satisfactory proficiency in the judgment of the department concerned. Students relieved of such required courses must still take one hundred and twenty-four semester hours and thirty-two courses of 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. All students should be cognizant of the requirements for a degree from Wofford College, as listed in the preceding pages. The general education requirements should be completed by the end of the sophomore year.
MAJOR WORK

Not later than the close of the sophomore year, each student shall select the academic department in which he or she will take his or her major work. At that point also the student is to complete the Major Work Form, which, after having been approved by the chairman of the student's chosen major department, is to be filed with the Registrar.

Major work itself involves the successful completion of substantial numbers of semester hours in one academic department or, under certain circumstances, in a selected combination of departments; the number of hours required ranges from eighteen to thirty-two in a one-department major and from twenty-four to forty-four in a combined major. Under no circumstances, however, may a student take (to apply toward a bachelor's degree) more than thirty-six hours in any one department, with courses used to satisfy General Requirements not included in calculating that total.

Similarly, neither those courses open primarily to freshmen nor those used to meet General Requirements may be applied toward completion of major work requirements.

The quality of a student's major work must be such that he or she finishes with a grade average at the C level or higher in all work applied toward the major (with grades of NC not being included in the calculation of that average) or that he or she has attained grades of at least C in the minimum number of hours and courses required for the major.

PRE-PROFESSIONAL PROGRAMS AND COMBINED COURSES

COMBINED ACADEMIC-ENGINEERING PROGRAMS

Wofford College has agreements with three institutions which afford students an opportunity to become liberally educated engineers. After a student has completed his general education requirements and certain prescribed courses in mathematics and the physical sciences, he is automatically accepted at one of the following institutions - Clemson University, Columbia University, or Georgia Institute of Technology. After successful completion of one year at the professional school, he may be awarded the Bachelor's degree by Wofford, and after the second successful year at the professional school, the student is awarded the Bachelor of Science degree in Engineering.

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

PRE-MEDICINE, PRE-DENTISTRY, PRE-VETERINARY SCIENCE, AND PRE-LAW

Wofford and the Medical University of South Carolina offer a "2-3 program" that leads to the B.S. and M.D. degrees in five years. The student applies for this program at the same time he applies for admission to the College.

A student who desires, before graduating from Wofford, to transfer to a professional school approved by the Dean of the College and who desires to receive the degree of Bachelor of Arts or Bachelor of Science may do so by completing certain requirements. These, too, are tightly structured programs, and the student should consult the Dean of the College and the appropriate "pre-advisor" early and frequently.

Pre-Medicine and Pre-Veterinary Professor H. Donald Dobbs
Pre-Dentistry Professor William B. Hubbard
Pre-Law Professor Dan B. Maultsby

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 students 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 agencies. The earlier in his college career a student registers his interest in teaching with the department of education, the more readily can this planning be effected. The College can, within reason, assure students of satisfactory fulfillment of certification requirements if they consult not later than the second semester of the sophomore year, and follow 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 their junior year.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>12</td>
</tr>
<tr>
<td>(Biology and one other science must be represented)</td>
<td></td>
</tr>
<tr>
<td>Social Studies (in two fields, with not more than six hours in one field.)</td>
<td>12</td>
</tr>
<tr>
<td>Music and Art Appreciation</td>
<td>6</td>
</tr>
<tr>
<td>Health Education</td>
<td>3</td>
</tr>
</tbody>
</table>

PROFESSIONAL EDUCATION

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Adolescent Psychology (Education 300)</td>
<td>12</td>
</tr>
<tr>
<td>B.</td>
<td>Principles and Philosophy of Education (Education 326)</td>
<td>12</td>
</tr>
<tr>
<td>C.</td>
<td>Principles of Learning, Materials and Methods (Education 332, Education 405)</td>
<td>6</td>
</tr>
<tr>
<td>D.</td>
<td>Student Teaching in High School (Education 409-410)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

TEACHING AREA

Each subject field requires a specific number of semester hours for certification as follows (for courses within each area which are specified by Wofford College, consult the department of education or the department concerned):

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</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>

RECOMMENDATION FOR CERTIFICATION

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

*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.*
On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact the appropriate departments or the Dean of the College directly.

Students should be aware that they may have access also to a number of courses offered at Converse College but open 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 courses are not offered at Wofford.

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

**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.

**DEPARTMENTAL OFFERINGS**

**BIOLOGY**

W. Ray Leonard, *Department Chairman*

H. Donald Dobbs, William B. Hubbard, E. Gibbes Patton

**MAJOR PREREQUISITES:** None

**MAJOR REQUIREMENTS:**

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

Biology 123, 124, 221, 222

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

Senior Seminar (Biology 451) in the autumn of the senior year.

Departmental Reading Program in the junior year.

Comprehensive examination in the senior year.

All medical and dental schools accept a major in biology. Therefore, the department does not offer a special program of study for pre-medical and pre-dental students.

*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

123. INTRODUCTORY ANIMAL BIOLOGY
Study of animal life with emphasis on vertebrate body structures and functions.

(3-3-4) MR. DOBBS

124. PLANTS AND ECOSYSTEM
Structure and function of the vascular-plant body; similarities and differences among representatives of major plant-groups; plants, animals, man, and the physical environment as an ecosystem.

(3-3-4) MR. PATTON

221. INTRODUCTION TO MOLECULAR AND CELLULAR BIOLOGY
Introduction to morphological, biochemical, biophysical, and genetic studies of living cells. To begin in fall of 1974.

(3-3-4) MR. LEONARD

222. INTRODUCTION TO GENETICS AND DEVELOPMENT
Study of the basic concepts of heredity and subsequent development of organisms.

(3-3-4) MR. HUBBARD

301. GENETICS
Study of the principles of heredity with emphasis on the more recent work and findings in the field.

(3-3-4) MR. HUBBARD

*Offered in summer school only; does not count toward a biology major, but does count toward fulfillment of the natural science requirement.
302. MORPHOGENESIS
Study of vertebrate morphology and embryogenesis.
(3-3-4) MR. DOBBS

303. MICROBIOLOGY
Study of the microscopic forms of life, including structures, functions, uses, and controls.
(3-3-4) MR. DOBBS

304. INVERTEBRATE ZOOLOGY AND ANIMAL PARASITISM
Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in man.
(3-3-4) MR. DOBBS

306. PLANT LIFE
Observation and collection of wild and cultivated plants; principles and practice in identification of plants; and selected topics such as economic botany, diseases of plants, and growth of vascular plants.
(3-3-4) MR. PATTON

307. ECOLOGY
Study of the interrelationships of the environment and organisms, including man.
(3-3-4) MR. PATTON

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
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 animals.
(3-3-4) MR. LEONARD

407. HISTOLOGY
Microscopic Anatomy. Study of the cellular structure of tissues and organs.
(3-3-4) MR. LEONARD

451. SENIOR SEMINAR
Discussion of assigned readings on evolution. Required of majors in biology during autumn of senior year.
(1-0-1) MR. PATTON

481. SELECTED TOPICS IN BIOLOGY
Group or individual study of selected topics in biology.
(3-0-3) MR. HUBBARD

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 66, and In-Course Honors, page 66, in the current catalog.

CHEMISTRY
WILLIAM P. CAVIN, Department Chairman
ROGER H. ABEL, JAMES C. LOFTIN, W. SCOT MORROW
B. G. STEPHENS, DORIS M. THOMPSON

MAJOR PREREQUISITE: Chemistry 123-124

MAJOR REQUIREMENTS:
ALL MAJORS REQUIRE: Chemistry 201-202, 211, 212. Physics 121, 122. A course in Computer Science is highly recommended.

PROFESSIONAL CHEMISTRY MAJOR: Chemistry 311-312, 322, 410, 420; Mathematics 251, 252, 351 and 352. Chemistry 450 or 461-452 are strongly recommended electives for this major. A reading knowledge of German is recommended for students who plan graduate study in chemistry.

LIBERAL ARTS CHEMISTRY MAJOR: Chemistry 311-312 and two electives chosen from Chemistry 322, 410, 420, 430, or 451-452. Mathematics 251, 252.

PRE-MEDICAL SCIENCE CHEMISTRY MAJOR: Chemistry 301, 302 and two advanced electives chosen in any combination from Chemistry, Biology, or Physics, and approved by the Chemistry Department. Mathematics 140, 160 or 251, 252.

HIGH SCHOOL CHEMISTRY TEACHER MAJOR: Chemistry 301, 302, 322 and one advanced elective chosen from Chemistry 410, 420, 430 or 451-452. Mathematics 140, 160 or 251, 252.

123-124. GENERAL CHEMISTRY
A thorough treatment of the fundamentals of chemistry from a strictly modern point of view.
(3-3-4) each semester STAFF

201-202. ORGANIC CHEMISTRY
A study of the carbon compounds with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124.
(3-3-4) each semester MR. CAVIN

211, 212. INTRODUCTORY ANALYTICAL CHEMISTRY
Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124.
(1-3-3) each semester STAFF

301. PHYSICAL CHEMISTRY FOR THE MEDICAL AND LIFE SCIENCES
Selected aspects of the physical chemistry of biomolecules which are especially applicable to the medical and life sciences. Prerequisite: Chemistry 201-202; Mathematics 140, 160 or 251-252; Physics 121, 122. Recommended: Chemistry 211, 212.
(3-3-4) MR. MORROW
302. BIOCHEMISTRY
Selected aspects of chemistry which are related to the molecular basis of cell structure and function, including biomolecules, metabolic organization, bioenergetics and utilization of genetic information. Prerequisites: Chemistry 201-202. Recommended: Chemistry 211, 212 and 301.
(3-3-4) MR. MORROW

311-312. PHYSICAL CHEMISTRY
A study of the laws and theories of chemistry; thermodynamics, kinetics, dynamics, etc., from a modern viewpoint. Emphasis on problem solution. Prerequisites: Chemistry 201-202, 211, 212; Physics 121, 122, and Mathematics through differential and integral calculus.
(3-3-4) each semester STAFF

322. INORGANIC CHEMISTRY
A survey of inorganic chemistry with emphasis on the periodicity of the elements and development of the modern theories of the relationships of chemical behavior and structure. Prerequisites: Chemistry 311 or 301.
(3-3-4) STAFF

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) Alternate years.
(2-6-4) MR. CAVIN

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

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. Prerequisite: Chemistry 420, Alternate years.
(3-0-3) MR. STEPHENS

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), approval of the department and permission of the instructor.
(0-6-2) each semester STAFF

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ECONOMICS AND ACCOUNTING

MATTHEW A. STEPHENSON, Department Chairman
HUGH T. ARTHUR, JOHN G. FULMER, HAROLD W. GREEN

ECONOMICS MAJOR

MAJOR PREREQUISITES: Mathematics 140, 160.

MAJOR REQUIREMENTS: Economics 201, 202, 301, 302.

Twelve additional semester hours of Economics, Accounting, or Computer Science courses which must include at least two economics courses numbered above 400.

201. PRINCIPLES OF ECONOMICS I
An introduction to the analysis of how a market economy allocates scarce resources to produce goods and services people want.
(3-0-3) STAFF

202. PRINCIPLES OF ECONOMICS II
A study of the theory of income and employment and of the policies that affect the level of income and employment.
(3-0-3) STAFF

301. MICROECONOMIC THEORY
An intermediate-level course in the economic analysis of the behavior and relationships of individual decision-making units in a market economy. Prerequisites: Economics 201, 202.
(3-0-3) MR. FULMER

302. MACROECONOMIC THEORY
An intermediate-level course in the economic analysis of the determination of income and employment. Prerequisites: Economics 201, 202.
(3-0-3) MR. ARTHUR

311. ECONOMIC HISTORY OF THE UNITED STATES
An historical treatment of the economic development of America from colonial times to the present.
(3-0-3) MR. ARTHUR

331. BUSINESS FINANCE
A study of the corporate financial organization. Prerequisite: Accounting 211.
(3-0-3) MR. FULMER

331. MANAGEMENT
A study of the basic functions of administration — planning, organizing, directing and controlling.
(3-0-3) MR. GREEN

372. COMMERCIAL LAW
A study of basic legal principles applying to the conduct of business operations.
(3-0-3) MR. GREEN
401. INTERNATIONAL ECONOMICS
A study of the theory of international specialization and exchange, the making of international payments, and the relation of international transactions to national income. Prerequisites: Economics 201, 202.
(3-0-3) MR. ARTHUR

412. PUBLIC FINANCE
(3-0-3) MR. FULMER

422. MONEY AND BANKING
A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System, and the theory and objectives of monetary policy. Prerequisite: Economics 202.
(3-0-3) MR. FULMER

431. URBAN ECONOMICS
An analysis of the economic forces affecting the performance and structure of the urban economy. Prerequisites: Economics 201, 202.
(3-0-3) MR. STEPHENSON

442. PUBLIC POLICY TOWARD BUSINESS
(3-0-3) MR. STEPHENSON

451. LABOR ECONOMICS
A study of the nature of the market for labor services. Prerequisites: Economics 201, 202.
(3-0-3) MR. STEPHENSON

461. COMPARATIVE ECONOMIC SYSTEMS
A survey of the economic systems of capitalism, socialism, communism, and fascism. Prerequisites: Economics 201, 202.
(3-0-3) MR. STEPHENSON

472. HISTORY OF ECONOMIC THOUGHT
A study of the evolution of economic analysis including a brief survey of the economic ideas of Aristotle, the scholastics, mercantilists, and physiocrats and a more detailed study of the economic analysis of the classicists, Marxists, marginalists, and Keynesians. Prerequisites: Economics 201, 202.
(3-0-3) MR. STEPHENSON

480. SPECIAL TOPICS IN ECONOMICS
Topics may vary from year to year.
(3-0-3) STAFF

492. MATHEMATICAL ECONOMICS
A study of how the basic assumptions of economic theory are stated in terms of mathematical symbols. Theoretical conclusions from these assumptions are derived by the use of the methods of mathematics. Prerequisites: Economics 301, Mathematics 160.
(3-0-3) MR. FULMER
462. AUDITING
Fundamental principles and practices of internal and external auditing.
Prerequisites: Accounting 461.
(3-0-3) STAFF

471. TAX ACCOUNTING
Theory and practice of federal income taxation for individuals, partnerships, and corporations. Includes a survey of social security, estate, and gift taxes. Prerequisites: Accounting 211, 212.
(3-0-3) STAFF

480. SPECIAL TOPICS IN ACCOUNTING
Topics may vary from year to year.
(3-0-3) STAFF

EDUCATION
DAVID H. PRINCE, Department Chairman
EDWARD R. MINUS, DUANE A. STOBER

There is no major in education, but these courses are required to complete the professional education program: Psychology 300; Educational Psychology 332; Education 326, 405, and 409-410. For a full statement regarding teacher education, see page 76.

300. ADOLESCENT PSYCHOLOGY
A study of the problems facing young people approaching maturity.
(3-0-3) MR. PRINCE

310. THE TEACHING OF READING
Theories, methods, and materials for teaching the various aspects of reading. Required for certification of English teachers.
(3-0-3) MR. MINUS

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 332. Prerequisite or co-requisite: Education 405.
(6-0-6) MR. PRINCE

418. METHODS OF TEACHING DRIVER EDUCATION
(3-0-3) MR. STOBER

419. ADVANCED THEORIES AND TECHNIQUES IN DRIVER EDUCATION
To develop the organization and administration of a driver education program in public and private schools. This includes the teaching of students the operating and simple maintenance of an automobile; the developing of traffic studies and surveys; and the studying of general traffic problems concerning industries. The problems in traffic and highway safety will be discussed along with their possible solutions.
Prerequisites: Six semester hours in education and Education 418; or by permission of the instructor. Must have a valid state driver's license.
(3-0-3) MR. STOBER

434. CURRENT PROBLEMS IN EDUCATION
Selected educational problems will be identified, discussed, and solutions explored.
(3-0-3) STAFF

ENGLISH LANGUAGE AND LITERATURE
L. HARRIS CHEWNING, Department Chairman
PHILIP S. COVINGTON, DENNIS M. DOOLEY, VIVIAN FISHER, EDMUND HENRY, VINCENT E. MILLER, EDWARD R. MINUS, JOSEPH S. SECONDI

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, 317, 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.

102. SEMINAR IN LITERATURE AND COMPOSITION
Each section of this course will pursue an in-depth study of some topic in literature. Reading and discussion will lead to written work and independent investigation. Objectives will be to read critically, think analytically, and communicate effectively. Several short papers and one long documented paper will be written.
(3-0-3) STAFF

200. INTRODUCTION TO LITERARY STUDY
This course is designed to develop beyond the freshman level the student's ability to read literary classics with appreciation and understanding and with a sense of the traditions out of which they grew. There will be intensive exercise in the critical analysis of literary works from a variety of periods and genres. Required reading will include a classical work, a play of Shakespeare, and other works chosen by the instructor.
(3-0-3) STAFF
201. ENGLISH LITERATURE TO 1800
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 Jonson, Webster, Bacon, Donne, George Herbert, Vaughan, and Marvel.
(3-0-3) MR. SECONDY

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. SECONDY

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) MS. FISHER

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) MS. FISHER

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

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. CHEWNING

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. CHEWNING

317. MILTON
Reading of most of Milton's poetry and selections from his prose.
(3-0-3) MR. CHEWNING

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. DOOLEY

322. AMERICAN LITERATURE SINCE THE CIVIL WAR
Continuation of 321.
(3-0-3) MR. DOOLEY

323. CONTEMPORARY DRAMA
Reading of contemporary dramas from Ibsen to the present.
(3-0-3) MR. MILLER

327. THE EARLY ENGLISH NOVEL
Reading of representative British novels of the eighteenth century and Romantic period.
(3-0-3) MR. HENRY

328. THE LATER ENGLISH NOVEL
Major novels of the Victorian and modern periods.
(3-0-3) MS. FISHER

339. THE MODERN NOVEL
A critical consideration of selected American, British, and European novels from Flaubert to the present. The student should gain some insight both into the development of the modern novel as a genre and into the part the modern novel has played in the development of the modern mind. Specific selections will vary from year to year but will include such writers as James, Lawrence, Joyce, Faulkner, Hemingway, and Beckett.
(3-0-3) 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 a few 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 inferior in literature. Some attention will be given to the opinions of major critics, but the main part of the course will be practical and inductive, and concerned with the discussion of selected works.
(3-0-3) MR. MILLER

347. DEVELOPMENT OF MODERN ENGLISH
A study of the history of the English language, including the place of English in the Indo-European family of languages, the growth of English as a living language from the Old English period to the present and the development of modern American English.
(3-0-3) MR. MILLER

348. MODERN ENGLISH GRAMMAR
An introduction to current trends in the study of the English language, with emphasis on generative-transformational grammar. Some attention will be given to the teaching of linguistically oriented materials in secondary schools.
(3-0-3) MR. CHEWNING

351. INTRODUCTION TO JOURNALISM
A study of mass media of communications, with emphasis on the gathering and writing of news. Does not count toward a major in English.
(3-0-3) STAFF

352. WORKSHOP IN THE WRITING OF FICTION AND POETRY
The primary focus will be on the study and writing of short stories and poems. Other forms (drama, essay, and novel) will be secondary. A student may, however, work predominantly in a single genre if he chooses. Manuscripts will be read and discussed in class, and there will be individual conferences with the instructor. Does not count toward a major in English.
(3-0-3) MR. MINUS

353. PUBLIC SPEAKING
An introduction. Students will be expected to prepare, deliver, and criticize various types of speeches. Does not count toward a major in English.
(3-0-3) MR. COVINGTON

481. SPECIAL TOPICS IN LITERATURE
A seminar intended mainly for advanced English majors. Topics may vary from year to year.
(3-0-3) STAFF

FINE ARTS

JAMES R. GROSS, Department Chairman
CONSTANCE D. ARMITAGE, VICTOR BILANCHONE,
GEORGE HANKS, THOMAS N. LENTZ

There is no major in Fine Arts.

ART

201, 202. THE HISTORY OF WESTERN ART
A survey of Western Art, beginning with the prehistoric cave paintings through Gothic Art. Renaissance Art up to present trends will be dealt with in the second course.
(3-0-3) STAFF

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) STAFF

301. ITALIAN RENAISSANCE ART
A study of the major art of the Italian Renaissance, intended to give background and develop appreciation for this significant era.
(3-0-3) STAFF

303. 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) STAFF

350. SCULPTURE
A course allowing the student to work in certain three-dimensional media and techniques. Students will supply their own materials.
(0-3-2) STAFF

490. SELECTED TOPICS IN ART HISTORY
Topics to be announced each semester.
(3-0-3) STAFF

THEATRE

250. INTRODUCTION TO THE THEATRE
Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production—lighting, set design and construction, costuming, make-up, theatre management. Participation in some phase of major play production (onstage or offstage) required.
(1-6-3) MR. GROSS
251. ACTING AND DIRECTING
A continuation of Theatre 250 with emphasis on acting (vocal, body movement, improvisation) and directing. All students enrolled will participate actively in laboratory productions as actors and directors. Prerequisite: Theatre 250 or permission of the instructor.
(1-6-3) MR. GROSS

350. HISTORY OF THE THEATRE
A study of major periods of theatrical history, emphasizing the drama and the various forms of its production as mirrors of the societies out of which they grew. From the classical period through the neoclassical period.
(3-0-3) MR. GROSS

351. HISTORY OF THE THEATRE
A continuation of Theatre 350, covering the theatre from the romantic period to the present.
(3-0-3) MR. GROSS

450. THEATRE PRACTICUM
A special course of individual study and instruction wherein an advanced student of theatre may pursue a special interest such as set design, lighting, theatrical management, acting, playwrighting, under the direction of the instructor. Active participation in laboratory and major productions required. A maximum of 3 hours may be earned in Theatre 450.
(0-3-1) MR. GROSS

480. SPECIAL TOPICS IN THEATRE AND RELATED AREAS
A seminar for advanced students. Subject matter will vary from year to year. Permission of instructor.
(2-3-3) MR. GROSS

MUSIC

100. GLEE CLUB
The study of choral literature for men's voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, performances with women's colleges, participation in musical theatre/opera and a Spring tour. Permission of the Director. (Maximum of 4 credit hours).
(2-1-1) MR. BILANCHONE

200. THE BAND
The study of band literature with emphasis on ensemble training. Additional activities include Pep-band for sports events, ROTC functions and the Mardi Gras parade. Permission of the Director. (Maximum of 4 credit hours)
(2-0-1) MR. HANKS

201. THE UNDERSTANDING OF MUSIC
An introduction to the art of perceptive listening. A general survey of music from the Baroque period to the present time.
(3-0-3) MR. BILANCHONE

292. 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

250. MUSIC LABORATORY
Applied music in the form of private instruction as offered while enrolled in one of the music courses.
(1 to 2-0-1) STAFF

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

FOREIGN LANGUAGES

George C. S. Adams, Department Chairman
Alexander Boltniew, Joaquin Develasco,
Jacques C. B. Forbes, Susan Gilbert, Ta-Tseng Ling,
Richard J. Remirez, Joseph Secondi, Cyrus L. Shealy

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 Topics in a Foreign Language
A special topics course under the direction of a staff member, in Chinese, French, German, Greek, Latin, Russian, or Spanish and designated 401, 402, 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 reports. (Not sanctioned for major in foreign languages).
(3-0-3) Each semester MR. FORBES, MRS. GILBERT

201, 302. CONVERSATION AND COMPOSITION
Intended to drill the student in the application of grammar and the idiomatic usage of German.
(3-0-3) Each course MRS. GILBERT

301, 302. CONVERSATION AND COMPOSITION
Conducted in French. Conversation and composition based on readings from modern writers. Prerequisite: French 201-202.
(3-0-3) Each semester 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. SHEALY

361, 362. MODERN FRENCH LITERATURE
Representative selections from outstanding authors of the nineteenth and twentieth centuries. Lectures, discussions, reports, conducted in French.
(3-0-3) Each semester MR. ADAMS

GERMAN

101-102. ELEMENTARY GERMAN
Elementary German grammar; pronunciation; dictation; conversation; memorizing of common idioms and everyday expressions. Reading of easy stories.
(3-1-3) Each semester MR. FORBES AND MRS. GILBERT

201-202. INTERMEDIATE GERMAN
Reading of selections from standard prose writers. German lyrics and ballads. 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, oral and written reports. (Not sanctioned for major in foreign languages).
(3-0-3) Each semester MR. FORBES, MRS. GILBERT

301, 302. CONVERSATION AND COMPOSITION
Conducted in German. Conversation and composition based on readings from modern writers. Prerequisite: German 101-102.
(3-0-3) Each course MR. FORBES

355, 356. GERMAN LITERATURE OF THE NINETEENTH CENTURY
Lectures, discussions, reports. The first semester will be spent principally studying the works of Goethe, and the second those of Lessing and Schiller.
(3-0-3) Each course MR. FORBES

321, 322. 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. ELEMENTARY 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. ELEMENTARY LATIN
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. SEONDI

RUSSIAN
101-102. ELEMENTARY RUSSIAN
Elementary Russian grammar, pronunciation, vocabulary, and use of common idioms. Extensive practice in everyday conversation. Reading and writing.
(3-1-3) Each semester MR. BOLTNIEV

201-202. INTERMEDIATE RUSSIAN
Advanced Russian grammar and composition. Readings from standard Russian writers, newspapers, and periodicals, conversation.
(3-1-3) Each semester MR. BOLTNIEV
(Not offered in 1973-74)

301, 302. RUSSIAN
Oral proficiency stressed in the first course, which includes lectures in Russian on the historical development of the country. Second course stresses written language through free composition, dictation, etc. Assigned readings and discussions in Russian.
(3-0-3) Each course STAFF
(Not offered in 1973-74)

305, 306. ADVANCED COURSE IN RUSSIAN LITERATURE
Russian literature will be studied with the emphasis on the classical and then the modern. Lectures, discussions, reports.
(3-0-3) Each course STAFF
(Not offered in 1973-74)

SPANISH
101-102. ELEMENTARY SPANISH
Elementary Spanish grammar, pronunciation; dictation; conversation; letter-writing; memorizing of common idioms and everyday expressions.
Reading of easy stories.
(3-1-3) Each semester STAFF

201-202. INTERMEDIATE SPANISH
Reading of selections from standard prose writers. Advanced grammar; composition; commercial correspondence; conversation. Prerequisite: Spanish 101-102 or two years of high school Spanish.
(3-1-3) Each semester STAFF

221-222. SPANISH LITERATURE OR SPANISH AMERICAN LITERATURE IN TRANSLATION
Representative selections of Spanish or Spanish American literature in English translation. Lectures, class discussions, oral and written reports. (Not sanctioned for major in foreign languages).
(3-0-3) Each semester MR. DEVELASCO, MR. REMIREZ

301, 302. CONVERSATION AND COMPOSITION
Conversation and composition based on readings from modern prose writers. Prerequisite: Spanish 201-202 or its equivalent. Conducted in Spanish.
(3-0-3) Each course MR. REMIREZ

353, 354. GENERAL VIEW OF SPANISH AMERICAN LITERATURE
Rapid reading of representative works from many countries; lectures; history of literature; reports.
(3-0-3) Each course MR. DEVELASCO

361, 362. SPANISH PROSE OF THE LATE NINETEENTH AND EARLY TWENTIETH CENTURIES
Rapid reading of representative works by outstanding writers, with special emphasis on the novel and short story. Lectures; history of literature; outside reading and reports. Prerequisite: Spanish 201-202. Conducted in Spanish.
(3-0-3) Each course MR. DEVELASCO

373, 374. GENERAL VIEW OF SPANISH LITERATURE
Rapid reading of representative works; lectures; history of literature; reports. Prerequisite: Spanish 201-202. Conducted in Spanish.
(3-0-3) Each course MR. REMIREZ

383, 384. SURVEY OF SPANISH DRAMA
From the first stage presentation of El auto de los reyes magos through the post-Civil War period. Lectures; history of the drama; reports. Prerequisites: Spanish 201-202. Conducted in Spanish.
(3-0-3) Each semester MR. REMIREZ

GEOLOGY
JOHN W. HARRINGTON, Department 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. The idea behind teaching Geology this way is to expose each student to the literature of Geology in the language in which it is written, the minerals, rocks, structures, landscapes, and processes. Once a student learns to read this language he will feel more at home anywhere in the world.

111. INTRODUCTION TO GEOLGY
A study of the Earth as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface.
(3-4-4) MR. HARRINGTON
112. INTRODUCTION TO GEOLOGY
A study of the history of the Earth from the creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.
(3-4-4) MR. HARRINGTON

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, physiography, and climate. Project work in various other regions of the world expands the cone of vision utilizing the same principles. Much of the data is assembled from original sources which will introduce the students to an unfamiliar literature. This course is designed as a bridge between the two cultures of the scientist and the humanist. Registration by permission of the instructor.
(3-0-3) MR. HARRINGTON

GOVERNMENT
LINTON R. DUNSON, Chairman
CLARENCE L. ABERCROMBIE, TA-TSENG LING, WAYNE A. CULP

MAJOR PREREQUISITES: Government 201 and 202 in sequence

MAJOR REQUIREMENTS: Twenty-one semester hours beyond Government 201 and 202. Within the twenty-one hours, the following distribution requirement must be met:

Six semester hours in Division B (International Relations and Comparative Government) including Government 340.
Three semester hours in Division C (Political Theory).

201. INTRODUCTION TO POLITICAL SCIENCE
An introduction to the study of politics surveying all the major subdivisions of the discipline.
(3-0-3) STAFF

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) STAFF

330. AMERICAN STATE AND LOCAL GOVERNMENT
A study of the structure, functions, and powers of state and local governments including a survey 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

420. AMERICAN FOREIGN POLICY
A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.
(3-0-3) MR. CULP

480. SPECIAL TOPICS IN AMERICAN GOVERNMENT
Selected topics in the functions, policies, organization, and theory of American government. Subject matter will vary. Admission with the permission of the instructor only.
(3-0-3) MR. DUNSON

DIVISION B: INTERNATIONAL RELATIONS AND COMPARATIVE GOVERNMENT

317. AFRICAN HISTORY AND POLITICAL DEVELOPMENT
The history of Africa from earliest times to the modern period, including a cultural and political analysis of African societies.
(3-0-3) MR. CULP

340. INTERNATIONAL POLITICS
A study of the relations among peoples, groups, and states in the world community and the forces, pressures, and processes which condition the national policies of states.
(3-0-3) MR. LING

351. GOVERNMENTS OF ASIA
An examination of the governmental structures, political processes, and international relations of selected Asian states in historical and cultural perspective.
(3-0-3) MR. LING

360. GOVERNMENTS OF EUROPE
An examination of the governmental institutions, political processes, and international relations of selected European states in historical and cultural perspective.
(3-0-3) MR. DUNSON

371. GOVERNMENTS OF AFRICA
An examination of the governmental institutions, political processes, and international relations of selected African states in historical and cultural perspective.
(3-0-3) MR. CULP

380. GOVERNMENTS OF LATIN AMERICA
An examination of the governmental institutions, political processes, and international relations of selected Latin American states in historical and cultural perspective.
(3-0-3) MR. LING
490. SPECIAL TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE GOVERNMENT
Selected topics in international politics and comparative politics. Subject matter will vary. Admission with the permission of the instructor only. (3-0-3) STAFF

DIVISION C: POLITICAL THEORY
391. ANCIENT AND MEDIEVAL POLITICAL THOUGHT
A study of the principal political ideas of the ancient and medieval periods.
(3-0-3) MR. LING

392. MODERN POLITICAL THOUGHT
A study of political thought from the sixteenth century to the present.
(3-0-3) MR. LING

DIVISION D: SPECIAL TOPICS
450. INDEPENDENT STUDY
Intensive guided study and research on selected topics in any field of political science. This course is student-initiated, and the subject for study must be approved by the instructor. The instructor, in consultation with the student, will establish the requirements.
(3-0-3) STAFF

460. POLITICAL RESEARCH: SCOPE AND METHOD
Intensive guided study and application of the techniques and methods of investigating and analyzing political data. This course is student-initiated, and admission normally is limited to students who plan graduate study in political science. The instructor, in consultation with the student, will establish the requirements.
(3-0-3) STAFF

HISTORY
LEWIS P. JONES, Department Chairman
CLARENCE ABERCROMBIE, III, ROSS H. BAYARD, WAYNE A. CULP,
JOSEPH H. KILLIAN, JOAR M. LESSENE, JR., PHILIP N. RACINE,
THOMAS V. 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.

101. HISTORY OF MODERN WESTERN CIVILIZATION TO 1815
Basic survey of Western Europe, the Renaissance to Congress of Vienna.
(3-0-3) STAFF

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 1668
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 1668
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, dealing with the national period to the present.
(3-0-3) MR. JONES

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 from about 1800 to present.
(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; a continuation of History 307.
(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 thinkers, 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. RACINE

311. U.S. SOCIAL AND INTELLECTUAL HISTORY TO 1800
A study of intellectual developments (Puritanism, the Great Awakening, the American Enlightenment, Transcendentalism); includes reading representative works and biographies of the major thinkers. Emphasis will be placed on social history with special attention to revivalism, reform, racism, slavery, popular culture, education, and labor.
(3-0-3) MR. RACINE

312. AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865
The history of ideas in the United States, emphasizing the relationship between ideas and society. Topics: religion, education, literature, science and technology, immigration, philosophy, theology, and social reform.
(3-0-3) MR. KILLIAN

313. CONSTITUTIONAL HISTORY OF THE UNITED STATES
Framing of the Constitution of the United States, major constitutional doctrines, and judicial controversies over the meaning of constitutional provisions.
(3-0-3) MR. KILLIAN

314. THE CITY IN AMERICAN LIFE
The changing character of life in American cities and of the impact of the city on American history, describing and evaluating the "quality of life" in the American pre-industrial and industrial city.
(3-0-3) MR. BAYARD

315. HISTORY OF THE NEGRO IN AMERICA
A study of the Black experience in America from the seventeenth century to the present.
(3-0-3) MR. RACINE

316. AFRICAN HISTORY AND POLITICAL DEVELOPMENT
The history of Africa from earliest times to the modern period, including a cultural and political analysis of African societies. (Tentatively to be offered 1973-74)
(3-0-3) MR. CULP

320. DIPLOMATIC HISTORY OF THE UNITED STATES
A survey of American relations with foreign powers with emphasis on last 75 years.
(3-0-3) MR. JONES

321. SOUTHEAST ASIAN CIVILIZATION TO COLONIZATION
An introduction to the land, the people, and the early history of Southeast Asia, which has come to play a surprisingly large part in the recent history of our own country.
(3-0-3) MR. ABERCROMBIE

322. SOUTHEAST ASIAN CIVILIZATION SINCE COLONIZATION
A continuation of History 321.
(3-0-3) MR. ABERCROMBIE

330. THE ANCIENT WORLD
A study of the emergence and development of the early river valley civilization, of the Greek city states, the Hellenistic Age, and the Roman world.
(3-0-3) MR. BAYARD

340. HISTORY OF THE MIDDLE AGES
A survey of medieval civilization with emphasis on cultural and institutional developments.
(3-0-3) MR. THOROUGHMAN

350. RENAISSANCE AND REFORMATION (1300-1600)
A study of Western Europe from about 1300 to about 1600.
(3-0-3) MR. THOROUGHMAN

360. EUROPE IN THE 17TH AND 18TH CENTURIES
A consideration of the social, economic, political and intellectual development of Europe from 1600 to 1789. Special emphasis: the emergence of the nation state, the rise of modern science, and the intellectual milieu of the Enlightenment.
(3-0-3) MR. THOROUGHMAN

370. EUROPE, 1780-1870
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, 1918-1936
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 directed by the instructor. Periodic conferences with the instructor. Prerequisites: Junior or Senior standing, approval of the department, and permission of the instructor. Such programs to be approved at least six weeks prior to registration day.

(1-0-3) STAFF

460. INDEPENDENT STUDY IN EUROPEAN HISTORY
Same as History 450, except in European field.

(1-0-3) STAFF

481+ SPECIAL TOPICS IN UNITED STATES HISTORY
Selected problems, periods, or trends for intensive study and extensive reading. Subject matter will vary and each topic will be assigned a specific number when announced. Admission with permission of instructor only.

(3-0-3) STAFF

491+ SPECIAL TOPICS IN EUROPEAN HISTORY
Same as History 481, except in European field.

(3-0-3) STAFF

MATHEMATICS
RICHARD L. ROBINSON, Department Chairman
CURTIS P. BELL, DONALD D. BOYER

MAJOR PREREQUISITE: Math 120 or equivalent

MAJOR REQUIREMENTS: Computer Science 100, Math 251, 252, 351, 352, and four semesters from the Math 481+ sequence.

All majors are urged to study the applications of mathematics by taking mathematical courses in other departments.

Prospective graduate students should plan to take courses in the 481+ sequence beyond those required for a major and acquire a reading knowledge of French or German.

120. PRE-CALCULUS MATHEMATICS
Algebra, trigonometry, and analytic geometry necessary for calculus. Available only to students with mathematical preparation judged by the department to be inadequate for successful study of calculus.

(3-0-3) STAFF

140. STATISTICS
An elementary introduction to statistical methods of making inferences from data. No previous knowledge of mathematics required.

(4-0-4) STAFF

150. A SHORT COURSE IN CALCULUS
Calculus for students who want a quick introduction to the subject. Particularly suitable for students in the social, biological, and pre-medical sciences. Prerequisite: a working knowledge of high school algebra.

(4-0-4) STAFF

251, 252. CALCULUS 1, 2
An introduction to the theory and applications of differential and integral calculus of functions of one variable. Prerequisites: a working knowledge of both algebra and trigonometry.

(3-0-3) each course STAFF

351, 352. CALCULUS 3, 4
Additional topics in one-variable calculus and an introduction to the calculus of functions of several variables. Prerequisite: Math 251, 252 or equivalent.

(3-0-3) each course STAFF

450. MATHEMATICS FOR TEACHERS
Topics of importance to elementary and secondary school teachers.

(3-0-3) MR. BELL

481+ TOPICS IN MATHEMATICS
Advanced undergraduate topics in mathematics. Courses offered will vary from year to year, but typical topics offered are abstract algebra, advanced calculus, probability and statistics, topology, linear algebra, complex analysis, number theory and numerical methods.

(3-0-3) each course STAFF

MILITARY SCIENCE
MAJOR BYRD SMITH, MAJOR JAMES A. WESTMORELAND, CAPTAIN JAMES F. MERRITT, CAPTAIN LANIER B. PHILLIPS, SGM WILLIAM L. HUDSON, MSG KAISER THOMAS JR., SFC WILLIAM G. CRAPPS JR.

There is no major in Military Science. Military Science is divided into four subcourses, each being a complete subject within itself and forming the basis for more advanced course work. Satisfactory completion of the four courses, together with the college degree, qualifies the graduate for either a Reserve or Regular Commission as a Second Lieutenant in the United States Army.

101. MILITARY SCIENCE I
A study of military courtesy, customs and traditions, and the evaluation, organization, and mission of the Reserve Officers Training Corps. Laboratory periods provide instruction in basic drill, discipline, and leadership. Leadership Laboratory.

(1-1-1) MAJOR SMITH
102. MILITARY SCIENCE I
(1-1-1) MAJOR SMITH

201. MILITARY SCIENCE II
A survey of American military history from the origins of the American Army to the present, with emphasis on the factors which led to the organizational, tactical, logistical, operational, and strategic patterns found in our present-day Army. Leadership Laboratory.
(2-1-2) CAPTAIN MERRITT

301. MILITARY SCIENCE III
A study of military teaching principles, the theory of leadership, the division of the US Army into branches, and land navigation. Frequent guest speakers. Leadership Laboratory.
(3-1-3) CAPTAIN PHILLIPS

302. MILITARY SCIENCE III
Platoon-level tactics, combat fundamentals, communications, and pre-camp orientation. Leadership Laboratory.
(3-1-3) CAPTAIN PHILLIPS

401. MILITARY SCIENCE IV
A study of military command, administrative management, logistics, intelligence, world change and military implications, and operations. Leadership Laboratory.
(3-1-3) MAJOR WESTMORELAND

402. MILITARY SCIENCE IV
Theory and dynamics of the military team, military law, company-level tactics, internal defense and internal development, and the Geneva Convention. Leadership Laboratory.
(3-1-3) MAJOR WESTMORELAND

PHILOSOPHY
JAMES A. KELLER, Department Chairman
M. ELTON HENDRICKS, WALTER E. HUDGINS

MAJOR REQUIREMENTS: Twenty-one semester hours of course work, which must include 211 or 212, 351, 352 and 372. The course or courses taken for completion of the General Education Requirement may not be counted toward a major in philosophy.

201. PROBLEMS AND METHODS OF PHILOSOPHY
Introduction to the process and methods of philosophical thinking, with discussion and analysis of selected classical and contemporary issues.
(3-0-3) STAFF

211. PRINCIPLES OF ETHICS
A study of ethical principles and their significance in life.
(3-0-3) MR. HUDGINS

212. SOCIAL ETHICS
A consideration of practical problems and alternative solutions incident to life in our modern world.
(3-0-3) MR. HUDGINS

221. PRINCIPLES OF LOGIC
A study of problems of meaning and principles of modern deductive logic.
(3-0-3) MR. KELLER

310. AESTHETICS
The Philosophy of Criticism. A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, music, painting, and film. Problems discussed include the role of standards in criticism, aesthetic judgment, interpretation, and evaluation in the arts; meaning in the arts, art and truth, and the arts and morality.
(3-0-3) MR. HUDGINS

325. PHILOSOPHY OF SCIENCE I
An examination of the methods and aims of scientific inquiry; analysis of such topics as the nature and use of theories, models, laws, facts, and objectivity in science. This course will focus on the natural sciences.
(3-0-3) MR. KELLER

326. PHILOSOPHY OF SCIENCE II
A continuation of Philosophy 325, but with a focus on the social sciences. The similarities and differences between the natural sciences and the social sciences will be considered, and the special problems of the social sciences will be examined.
(3-0-3) MR. KELLER

336. EXISTENTIALISM
An examination of the doctrine that man forms his own essence in the course of the life he chooses to lead. A study of such figures as Soren Kierkegaard, Albert Camus, and Jean-Paul Sartre.
(3-0-3) MR. HUDGINS

342. PHILOSOPHY OF RELIGION
An examination of the meaning of religious beliefs and of arguments about their truth or falsity. The course will focus on religious beliefs about God and will include some discussion of different ideas of God within the Western tradition.
(3-0-3) MR. KELLER

351. HISTORY OF WESTERN PHILOSOPHY I
A study of ancient philosophy, with emphasis on Plato and Aristotle, and of medieval philosophy, with emphasis on Augustine, Anselm, and Aquinas.
(3-0-3) MR. HUDGINS
352. HISTORY OF WESTERN PHILOSOPHY II
A study of modern philosophy: Continental rationalism, British empiricism, the Enlightenment, Kant, and German idealism through Wittgenstein and Sartre.
(3-0-3) MR. HUDGINS

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
WILLIAM W. SCHEERER, Department Chairman
EUGENE F. ALEXANDER, MIKE E. BUGAR, JAMES H. KING
STEVE M. SATTERFIELD, DUANE STOBER, JAMES M. WALLACE

There is no major in Physical Education.

The advanced courses are primarily for students preparing to enter the field of athletic coaching.

101. LIFETIME SPORTS
Participation in the sports of tennis, badminton and table tennis.
(3-0-1) STAFF

102. LIFETIME SPORTS
Participation in bowling, racquetball and golf.
(3-0-1) STAFF

210. COACHING FOOTBALL AND BASKETBALL
Techniques of coaching in high school.
(3-2-3) MR. SATTERFIELD AND MR. ALEXANDER

220. COACHING BASEBALL AND TRACK
Techniques of coaching high school students.
(3-2-3) MR. KING AND MR. WALLACE

310. HEALTH EDUCATION
Course meets the requirement for teacher certification.
(3-0-3) MR. SCHEERER AND MR. STOBER

320. GROUP RECREATION
Active participation in recreational activities.
(3-0-3) MR. SCHEERER

330. INTRAMURAL SPORTS PROGRAM
Directing intramural sports in high schools.
(3-2-3) MR. SCHEERER

340. ORGANIZATION AND ADMINISTRATION OF HEALTH & PHYSICAL EDUCATION
Practical training in directing a high school physical education program.
(3-2-3) MR. SCHEERER AND MR. STOBER

410. COACHING OF TENNIS
Techniques of coaching in high school and preparation for professional status.
(3-3-3) MR. SCHEERER

420. COACHING OF GOLF
Techniques of coaching in high school and preparation for professional status.
(3-3-3) MR. SCHEERER

430. TESTS & MEASUREMENTS
(3-3-3) STAFF

440. CARE & PREVENTION OF ATHLETIC INJURIES
(3-3-3) MR. STOBER

PHYSICS
DAN W. OLDS, Department Chairman
M. ELTON HENDRICKS, WILLIAM A. PARKER

MAJOR PREREQUISITES: Physics 121, 122

MAJOR REQUIREMENTS: Physics 261, 331, and 351, plus not less than 15 semester hours in physics beyond General Physics. Preparation for graduate work in physics should include at least Math 351, 352 and work in French, German, or Russian.

121, 122. GENERAL PHYSICS
A study of mechanics, heat, light, sound, electricity and magnetism, and modern physics. Prerequisite: Math 160 or equivalent.
(3-3-4) each course STAFF

206. ELECTRONICS
A study of the fundamentals of electronic circuits and instruments.
(3-3-4) STAFF

208. ASTRONOMY
A study of the principal facts, theories, and methods of astronomy. Use is made of the planetarium.
(3-0-3) 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 252 and Computer Science 100.
(3-0-3) STAFF
272. THERMODYNAMICS
An introduction to thermodynamics, kinetic theory and statistical mechanics. Prerequisites: Physics 121, 122 and Math 252.
(3-0-3) STAFF

331. ELECTRICITY AND MAGNETISM
A study of electric and magnetic phenomena. Prerequisites: Physics 261 and Math 252.
(3-3-4) STAFF

342. OPTICS
A study of geometrical and physical optics. Prerequisite: Physics 331.
(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

352. MODERN PHYSICS
A study of molecular structure, properties of crystalline solids, electrons in metals, and semiconductors. Prerequisite: Physics 351.
(3-3-4) STAFF

371, 372. ADVANCED LABORATORY
Advanced experimental projects in physics.
(0-6-2) each course STAFF

421. ADVANCED MECHANICS
A study of classical mechanics, including the Lagrangian and Hamiltonian formulations. Prerequisite: Physics 261. Corequisite: Math 351.
(3-0-3) STAFF

432. MATHEMATICAL PHYSICS
A study of selected topics in theoretical physics. Prerequisite: Math 352.
(3-0-3) STAFF

460. RESEARCH
A semester of active participation in one of the research projects currently conducted by the faculty.
(0-3-2) STAFF

481. SPECIAL TOPICS IN PHYSICS
Individual program of study approved by the department.
(0-0-2) STAFF

COMPUTER SCIENCE
100. COMPUTER USE
Students are expected to work at their own pace through an assigned sequence of steps to attain the level of competency they desire in preparation for the use of the Wofford computer service. No prerequisite.
(0-0-1) STAFF
200. COMPUTER CONCEPTS
An introduction to the digital computer, its significance and its uses.
(3-0-3) STAFF

PSYCHOLOGY
JAMES E. SEEGARS, Department Chairman
JOHN W. PILLEY, DONALD M. SCOTT

MAJOR PREREQUISITES: None

MAJOR REQUIREMENTS: Psychology 321, 322, 331, 332, 341, 342,
Statistics, and a senior research seminar.
A B.S. degree major only. Requires eight hours of science outside
the Psychology Department but not to include Science 101, 102.

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 psy­
chology 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

320. PERSONALITY
The psychology of personality from an experimental standpoint.
(3-0-3) STAFF

330. PSYCHOLOGICAL MEASUREMENTS
A study of the theories basic to standardized tests, their function,
construction, and application.
(3-0-3) STAFF

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

350. EXCEPTIONAL CHILD
A study of the exceptional child. While primary focus is on the men­
tally and emotionally handicapped child, some study is made on the
diagnosis and etiology of all aspects of exceptional children.
(3-0-3) STAFF

HUMAN DEVELOPMENT SERIES

321. HUMAN DEVELOPMENT I
A study of the total development of the human organism from con­
ception. (Meets a requirement for teacher certification in South
Carolina.)
(3-0-3) STAFF

322. HUMAN DEVELOPMENT II
The study of the cause of inappropriate behaviors (including mental
illness) and techniques for re-directing them.
(3-0-3) STAFF

371. BIOLOGICAL BASES FOR BEHAVIOR
This course focuses on the biological and genetic make-up of the
organism or the raw material on which behavior is based. Emphasis
is placed on the physical, emotional, biochemical, and intellectual
dimensions of the organism with effort toward integrating these into
the concept of personality.
(3-0-3) STAFF

372. INTRODUCTION TO OPERANT AND CLASSICAL
CONDITIONING
The basic paradigms of classical and operant conditioning are in­
vestigated with relevance to the human organism. These techniques are
explored in depth as basic for understanding the behavior and develop­
ment of personality.
(3-0-3) STAFF

373. BEHAVIORAL DIAGNOSIS AND TREATMENT
An investigation into the traditional classification of symptoms within
the behavioral schema and their relationship to everyday behavior –
both normal and aberrant. This course investigates also the selection
and application of programs of choice for behavior change including
token economy systems for hospital and prison settings.
(3-0-3) STAFF

374. THE APPLICATION OF BEHAVIORAL PRINCIPLES IN A
TREATMENT ENVIRONMENT
An investigation of behavioral contacting and program selection as re­
quired by individual problems and deviations. This course explores
also statistical techniques for evaluating treatment programs as well
as designing statistically valid frameworks for achieving behavioral
objectives.
(3-0-3) STAFF

375. BEHAVIOR MANAGEMENT IN THE EDUCATION SETTING
This course focuses on the experiences of behavior management in a
classroom setting. There is special emphasis on teacher and curricular
guidelines from a behavioral point of view as well as writing behavioral
objectives. Emphasis is placed also on school administrative policies
within the behavioral management framework.
(3-0-3) STAFF
376. BEHAVIOR MANAGEMENT WITH INDIVIDUAL LEARNING
The use of behavioral concepts leading to the development of learning self-paced instruction, the open-classroom, and individual creativity. Emphasis is placed also on curriculum development focusing on behavioral objectives, effect assessment techniques, and motivation in learning.
(3-0-3) STAFF

377. BEHAVIOR MANAGEMENT IN INDUSTRY
The understanding and study of behavioral principles as applied to industry particularly from the management and supervisory point of view. The use of charting and reward systems for influencing production and the use of behavioral objectives in industry.
(3-0-3) STAFF

378. INDIVIDUAL APPLICATION OF BEHAVIORAL PRINCIPLES
An independent research effort on the part of the student which allows him to select a topic and area of choice and to pursue an independent research paper under close supervision. The work for this course is planned so that the student will spend some time in an agency or institution setting for selecting and analyzing his data.
(3-0-3) STAFF

451 HUMAN DEVELOPMENT III
A research-oriented seminar focusing on human development. The student will conduct a major experiment particularly in the area of learning, motivation, and perception.
(3-0-3) STAFF

452. HUMAN DEVELOPMENT IV
A research-oriented seminar focusing primarily on personality and behavior problems.
(3-0-3) STAFF

PHYSIOLOGICAL PSYCHOLOGY SERIES
331. SENSORY PSYCHOPHYSIOLOGY
A study of the functions of sensory systems as they relate to behavior.
(3-3-4) STAFF

332. NEUROPSYCHOLOGY
An investigation of the central nervous system structures and their behavioral functions.
(3-3-4) STAFF

453. PHYSIOLOGICAL PSYCHOLOGY I
A research-oriented seminar in which the student will conduct experiments in the field of physiological psychology.
(3-0-3) STAFF

454. PHYSIOLOGICAL PSYCHOLOGY II
A research-oriented seminar in which the student will conduct experiments on the CNS including electrode implantation and ablation studies.
(3-0-3) STAFF

EXPERIMENTAL METHODS SERIES
341. EXPERIMENTAL METHODS I
A survey in depth of the empirical data of experimental psychology including psychophysics, psychophysical methodology, sensory and perceptual processes.
(3-3-4) STAFF

342. EXPERIMENTAL METHODS II
A continuation of Psychology 341. A survey in depth of the empirical data of experimental psychology including learning, memory, and higher cognitive processes.
(3-3-4) STAFF

455. ANIMAL-HUMAN EXPERIMENTATION I
A research-oriented seminar focusing on operant techniques. Each student will conduct an experiment using operant conditioning methodologies.
(3-0-3) STAFF

456. ANIMAL-HUMAN EXPERIMENTATION II
A research-oriented seminar in which each student will conduct an independent study involving operant techniques.
(3-0-3) STAFF

ADVANCED ELECTIVE SERIES
360. EXPERIMENTAL DESIGN
The application of statistics to the design of experiments in the behavioral sciences.
(3-3-4) STAFF

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

457, 458. PSYCHOLOGY IN THE COMMUNITY
A practicum-style course in which students become involved in the practical application of psychological training. Students are expected to work a minimum of 4 hours a week in a community program under carefully selected supervisory conditions. Work experiences may include the Spartanburg Mental Health Center, The Broughton State Hospital, The Charles Lea Center, The Spartanburg Drug and Alcohol Abuse Commission, etc.
(1-4-3) each semester STAFF

460. INDEPENDENT RESEARCH
This course is designed to permit students to learn independent research techniques through the actual planning and conducting of an experiment. A final paper meeting APA Journal form requirements completes the experiment.
(1-0-2) STAFF
482. PSYCHOLOGY OF INTERPERSONAL BEHAVIOR
The "How" and "Why" of behavior is explored through the principles of modern experimental techniques with emphasis on the analysis of behavior, understanding behavior, and changing behavior. Practical life styles from experimental findings are studied. Offered only on television.
(TV-3)  MR. SEEGARS

RELIGION
JOHN M. BULLARD, Department Chairman
CHARLES D. BARRETT, OTIS TURNER, DONALD J. WELCH

MAJOR REQUIREMENTS: Twenty-one semester hours selected by the student from any courses numbered above 300. (The completion of at least one 200-level course is considered prerequisite to all advanced courses in the department.)

201. THE FAITH OF THE BIBLE
A study of the inception of the Judaeo-Christian tradition with emphasis on the religious perspective reflected in the Old and New Testaments.
(3-0-3) STAFF

202. THE CHRISTIAN FAITH
The major convictions of the Christian faith examined historically and in relation to their relevance for modern life.
(3-0-3) STAFF

203. THE CHRISTIAN HERITAGE
A socio-historical study of the religious behavior of American blacks and of the impact of American culture on their lives. Basic trends within the established church and movements outside the church will be analyzed, along with the religious thought and activity of representative black leaders.
(3-0-3) MR. TURNER

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) MR. BULLARD

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) MR. BULLARD

303. RELIGION AND BLACK CULTURE
A socio-historical study of the religious behavior of American blacks and of the impact of American culture on their lives. Basic trends within the established church and movements outside the church will be analyzed, along with the religious thought and activity of representative black leaders.
(3-0-3) MR. TURNER

304. THE AMERICAN RELIGIOUS TRADITION
Studies in the role played by Judaeo-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Additional prerequisite: one course in American history or instructor's consent.
(3-0-3) MR. BARRETT OR MR. TURNER

321. CHRISTIAN THEOLOGY
A constructive analysis of the persistent human problems which make men theologians, and of some responses to these problems which have been developed within the Christian circle of reference. Prerequisite: Philosophy 201.
(3-0-3) MR. BARRETT

322. THE CHRISTIAN TRADITION
A study of the history of Christian ideas and institutions which focuses particularly on those critical periods in time in which they underwent redefinition (e.g., the Constantinian era, the age of the Reformation, and the age of the Enlightenment).
(3-0-3) MR. BARRETT

323. CURRENT RELIGIOUS THOUGHT
An examination of the thought of major contributors to contemporary theological discussion. Prerequisite: Philosophy 201 or instructor's consent.
(3-0-3) MR. BARRETT

324. NEW FRONTIERS IN CHRISTIAN THOUGHT
An analysis of new approaches to persistent religious and theological problems as they take new form in the post-industrial era. The course will begin with a study of Dietrich Bonhoeffer's idea of "religionless Christianity" and explore such subsequent phenomena as the God-destroyed theology, Neo-Pentecostalism, and the Christian-Marxist dialogue.
(3-0-3) MR. BARRETT

325. CHRISTIAN ETHICS
A study of Christian ethical perspectives as they have developed through history and bear on contemporary issues. Additional prerequisite: Philosophy 201 or instructor's consent.
(3-0-3) MR. TURNER

326. CONTEMPORARY PROBLEMS IN MEDICAL ETHICS
This course analyzes many of the moral and ethical problems precipitated by advances in medical technology, problems which are altering our value systems. Additional prerequisite: Rel. 325 and the basic Religion requirement.
(3-0-3) MR. TURNER

331. 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
342. BLACK THEOLOGY AND ETHICS
Analysis of the various theological themes developing within the Black Religious Experience. Beginning with the context within which Black Theology emerges, the course traces the development of Black Theology and its impact upon the Black community.
(3-0-3) MR. TURNER

350. ARCHAEOLOGY AND BIBLICAL HISTORY
A study of the science of archaeology and how it illuminates the religious, cultural, and historical backgrounds of the Bible.
(3-0-3) MR. BULLARD

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

400. THE RELIGIONS OF WESTERN ASIA
An historical and phenomenological examination of major non-Western religions: Zoroastrianism, Islam, and Hinduism.
(3-0-3) MR. BULLARD

402. THE RELIGIONS OF SOUTH AND EAST ASIA
A cultural analysis (continuing Rel. 400) of classical Buddhism, Taoism, Confucianism, and Shinto.
(3-0-3) MR. BULLARD

403. AFRICAN RELIGIONS AND PHILOSOPHIES: PRE-COLONIAL
This course analyzes a representative group of indigenous African religions prior to the influence of colonialism and Christianity.
(3-0-3) MR. TURNER

404. AFRICAN RELIGIONS AND PHILOSOPHIES: COLONIAL AND POST-COLONIAL
An analysis of African religions subsequent to the impact of Western religion and colonialism on Africa. Particular attention is paid to the rapid emergence of NERMS (New Religious Movements) due to the collision of Western and African religious ideas and philosophies.
(3-0-3) MR. TURNER

451. RELIGION SEMINAR
Selected topics in religious studies with emphasis on bibliography and methodology in research.
(3-0-3) STAFF

452. INDEPENDENT RESEARCH
Extensive investigation of an approved topic culminating in a full-length essay. Recommended for Religion majors. 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 the department chairman.

SOCIOLGY
FRED T. ADAMS, Department Chairman
KLAUS DE ALBUQUEQUE
DAN B. MAULTSBY

MAJOR PREREQUISITES: Sociology 200, 210

MAJOR REQUIREMENTS: Sociology 310, 320, 330, plus three electives.

200. INTRODUCTION TO ANTHROPOLOGY
An introduction to the physical and cultural 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 DEVIAN'T BEHAVIOR
An application of the sociological perspective to “problem” behavior.
(3-0-3) MR. MAULTSBY

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) STAFF

305. CLASS, STATUS, AND POWER
An examination of theories and studies which deal with social differentiation, social mobility, and power distribution.
(3-0-3) STAFF

310. THE DEVELOPMENT OF SOCIOLOGICAL THEORY
A review and analysis of modern social thought and sociological theories
(3-0-3) STAFF

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. MAULTSBY

332. SELF AND SOCIETY
An examination of relationships between self (personality) and social and cultural phenomena.
(3-0-3) STAFF

342. THE COMMUNITY
An examination of modern communities.
(3-0-3) MR. ADAMS

352. SOCIAL ORGANIZATION
An examination and analysis of elements and types of social organization.
(3-0-3) MR. MAULTSBY

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

INTERDEPARTMENTAL OFFERINGS

MAJORS

HUMANITIES

The Humanities Major offers a student the opportunity to design his own interdepartmental major in the general area of humanities. To do this the student must first find a faculty advisor with whom he will plan his major program around a theme, problem, or special interest. The choice of an advisor is important, for the student will do one semester of independent study with him in the first semester of his senior year and will work closely with him throughout his major program. The proposed major program must be submitted to an administrative committee for approval by April 1 of the student's sophomore year.

In addition to regular catalog courses, humanities majors will take two humanities seminars (Converse humanities seminars can be substituted) and a special seminar open only to humanities majors in the last semester of their senior year.

The course distribution for a humanities major is as follows: 3 core courses in one department; 4 related courses, not all of which need be in humanities; 2 humanities seminars; 1 independent study; and 1 senior seminar.

This is a 33-hour major. For further information contact Professor Racine.

INTERDEPARTMENTAL

This major consists of a minimum of 24 semester hours and a maximum of 44 semester hours to be apportioned among two or more departments as a result of consultation between all department chairmen involved, or their representatives, and the student concerned according to their combined best judgment with due regard for the student's objectives. Further information about this major may be obtained from the Dean of the College.

ENGINEERING

Liberal arts-engineering dual-degree programs are offered at Wofford through agreements with Columbia University, Georgia Institute of Technology, and Clemson University. See page 76 for further details.

2-3 MEDICAL

Qualified students may enter a five-year program which leads to a B.S. Degree from Wofford and a M.D. from the Medical University of South Carolina. Page 77.

COURSES

101. FRESHMAN SEMINAR IN THE HUMANITIES
A program designed to engage the student, during his first semester on campus, in independent inquiry in some area of humanistic studies. Special attention will be given to value questions that will face the student. There will be frequent group discussions, and several short essays will be required. Generally, sections of this seminar are taught by members of the following academic departments: English language and literature, fine arts, foreign languages, history, philosophy, religion.
(3-0-3) STAFF

201, 202. VALUES AND ISSUES IN THE HUMANITIES
An interdisciplinary, team-taught course, primarily for sophomores, designed to bring the value perspectives of the major philosophical, religious, and aesthetic traditions to bear on issues of moment in the life of contemporary man. Students who successfully complete the full year's work (12 semester hours) may choose to distribute the credit so as to apply it to general education requirements in English literature, fine arts, philosophy, and religion (at the rate of one course to each area.)
(10-0-6) each course MR. BARRETT, MR. HENRY, MR. KELLER, AND CONTRIBUTING FACULTY FROM THE FINE ARTS DEPARTMENT
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. Each instructor involves his students in a scientific area closely related to the instructor's competence and enthusiasm. Sections of this course are taught by members of the following academic departments: biology, chemistry, geology, physics, psychology.

(3-3-4) each course STAFF
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The Wofford College Alumni Association consists of 8,000 former students who attended Wofford for one year or more, and who live in all 50 states and many foreign countries.

The purpose of the Alumni Association is to: stimulate a permanent and informed interest of all alumni in the work of the College, encourage financial and moral support of the College, perpetuate the friendships formed in college years, and promote the cause of Christian Higher Education.

The governing body of the Alumni Association is the Alumni Board of Directors which consists of 32 alumni and one student elected by the Board for three-year terms. The Board meets on campus three times a year.

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