1975

Wofford College Catalogue, 1975-77

Wofford College. Office of the Registrar

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Wofford College
Bulletin
1975-77 Catalog Issue

Contents

Calendar 3
The College 7
Student Services 17
Admissions 29
Finances 39
The Educational Program 65
Degree Requirements 75
Courses of Instruction 83
The Register 127

VOL. 1 NO. 3 — AUGUST, 1975
Wofford College Bulletin published four times during the academic year in March,
May, August, and November by Wofford College, North Church Street, Spartanburg,
South Carolina 29301. Second Class postage paid at Spartanburg, South Carolina
29301.

COLLEGE ANNOUNCEMENTS
1975-1977
DIRECTORY FOR CORRESPONDENCE
The College in General.......................... The President
Curriculum and Faculty.......................... The Dean of the College
Admission to the College........................ The Director 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 Information Services
Registration, Student Academic Records, and Summer Session... The Registrar
Gifts, Grants, and Bequests.................... The Director of Development
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) 583-4821.

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.

ACADEMIC CALENDAR FOR 1975-76

1975

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>September</td>
<td>2-5</td>
<td>Tuesday-Friday — Pre-session Faculty Workshop and Committee Meetings</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Friday — Faculty Meeting</td>
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<tr>
<td></td>
<td>7</td>
<td>Sunday — Residence Halls Open</td>
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<tr>
<td></td>
<td>7-9</td>
<td>Sunday-Tuesday — Orientation for New Students</td>
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<td></td>
<td>9</td>
<td>Tuesday — Registration for New Students</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Wednesday — Registration for Returning Students</td>
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<tr>
<td></td>
<td>11</td>
<td>Thursday — Classes Begin at 8:00 a.m.</td>
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<tr>
<td></td>
<td>19</td>
<td>Friday — Last Day for Drop-Add and Late Registration</td>
</tr>
<tr>
<td>October</td>
<td>24</td>
<td>Friday — Mid-semester Grading Period Ends</td>
</tr>
<tr>
<td>November</td>
<td>10-14</td>
<td>Monday-Friday — Interim and Spring Semester Registration</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Wednesday — Thanksgiving Holidays Begin at 5:30 p.m.</td>
</tr>
<tr>
<td>December</td>
<td>1</td>
<td>Monday — Thanksgiving Holidays End; Classes Begin at 8:00 a.m.</td>
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<tr>
<td></td>
<td>12</td>
<td>Friday — Last Day of First Semester Classes</td>
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<td>15-19</td>
<td>Monday-Friday — First Semester Final Examinations</td>
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<td>15-18</td>
<td>Monday-Thursday — First Semester Final Examinations at Converse College</td>
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<td>19</td>
<td>Friday — Holidays Begin after Final Examinations</td>
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1976

INTERIM

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<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January</td>
<td>11</td>
<td>Sunday — Residence Halls Open</td>
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<tr>
<td></td>
<td>12</td>
<td>Monday — Interim Begins</td>
</tr>
<tr>
<td>February</td>
<td>6</td>
<td>Friday — Last Day of Interim</td>
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</tbody>
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SECOND SEMESTER

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>February</td>
<td>8</td>
<td>Sunday — Residence Halls Open</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Monday — Classes Begin at 8:00 a.m.</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Wednesday — Last Day for Drop-Add and Late Registration</td>
</tr>
</tbody>
</table>
### ACADEMIC CALENDAR FOR 1976-77

#### FIRST SEMESTER

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<td>Sunday — Residence Halls Open</td>
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<td>5-7</td>
<td>Sunday-Tuesday — Orientation for New Students</td>
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<td>7</td>
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<td>Friday — Mid-semester Grading Period Ends</td>
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<tr>
<td>November</td>
<td>8-12</td>
<td>Monday-Friday — Interim and Spring Semester Registration</td>
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<tr>
<td></td>
<td>24</td>
<td>Wednesday — Thanksgiving Holidays Begin at 5:30 p.m.</td>
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#### SUMMER SCHOOL 1976

- **Monday — First Term Begins**
- **Friday — First Term Ends**
- **Monday — Second Term Begins**
- **Friday — Second Term Ends**
29 Monday — Thanksgiving Holidays End; Classes Begin at 8:00 a.m.

December
10 Friday — Last Day of First Semester Classes
13-17 Monday-Friday — First Semester Final Examinations
13-16 Monday-Thursday — First Semester Final Examinations at Converse College
17 Friday — Holidays Begin after Final Examinations

1977

INTERIM

January
9 Sunday — Residence Halls Open
10 Monday — Interim Begins

February
4 Friday — Last Day of Interim

SECOND SEMESTER

February
6 Sunday — Residence Halls Open
7 Monday — Classes Begin at 8:00 a.m.
16 Wednesday — Last Day for Drop-Add and Late Registration

March
18 Friday — Mid-semester Grading Period Ends
(Spring Holidays to coincide with those of Spartanburg District 7 Schools)

May
13 Friday — Last Day of Second Semester Classes
16-20 Monday-Friday — Second Semester Final Examinations
16-19 Monday-Thursday — Second Semester Final Examinations at Converse College
21-22 Saturday-Sunday — Commencement Activities

SUMMER SCHOOL 1977

June
6 Monday — First Term Begins

July
8 Friday — First Term Ends
11 Monday — Second Term Begins

August
12 Friday — Second Term Ends
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 lead.

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 900 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 one of two private colleges in South Carolina with a chapter of Phi Beta Kappa. The College was granted its Charter in August, 1940. The Wofford Chapter, 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 appropriate honorary degrees.

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, biology, chemistry, economics, English language and literature, foreign languages, government, history, humanities, interdepartmental, 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., art, 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, which occupies a winter month between the two semesters; 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 keywords. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that cannot be justified in the semesters.

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

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

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

*Specifically, each student must participate successfully in one Interim project for each twenty-seven semester hours of credit 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.

FRESHMAN ORIENTATION PROGRAM

The Freshman Orientation Program has three unifying themes: Orientation to the academic world — especially as it exists at Wofford; orientation to the world of work — with emphasis on the relationship of Wofford's academic programs to careers; orientation to the problems of the world and the ways in which academics and careers impinge on those problems.

The program is coordinated by the director of the career counseling, planning, and placement center, who in turn enlists support from the academic departments, other administrative areas, and community agencies. Policy for the program is set by the faculty committee on the Freshman Orientation Program.

The Freshman Orientation Program is a part of the academic requirements for freshmen. Two semester hours of credit may be earned by successfully participating in two semesters of the program.

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 the advanced course stress the development of leadership ability.

BASIC COURSE

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

ADVANCED COURSE

The Advanced Course is more comprehensive and detailed in scope than 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 Course. 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 are 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 Methodist 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 two-degree five-year curricula in liberal arts and engineering.

Further information on cooperative programs is available elsewhere in the catalog or in 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 study abroad (preferably in the Junior
year) whenever it is felt that the student will benefit from such an opportunity.

Wofford has established with Universidad Ibero-Americana, Mexico City, a program under which qualified Wofford students may undertake a semester of studies at that institution at generally no extra cost to them.

In addition, a number of programs for study abroad sponsored by colleges other than Wofford 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:

(1) The Wofford Interim program, which has involved students in study projects in many countries throughout the world.

(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 (ACUIIS). 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**

Each year the Summer Session at Wofford begins in early June and ends in mid-August. The Session is conducted in two terms of five weeks each, with the specific dates for 1976 and 1977 indicated in the academic calendar appearing in this catalog. For further information consult 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 applied toward graduate degrees.

2. To provide teachers with opportunities to take undergraduate course-work 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 credit of three or four semester hours each. The length of the class sessions 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 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 Session catalog for additional information.
The offices of the Deans and the Registrar exercise general supervision of the student personnel program. Services provided through the admissions office, the residence halls, counseling and advising, extracurricular activities, health facilities, and the center for career counseling, planning, and placement, 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, composed of faculty and students, approves and regulates 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, new students become acquainted with each other, and with student leaders, faculty members, faculty advisors, the curriculum, campus facilities, and the College traditions, standards, and policies.

In the summer prior to his entering Wofford, each new student is required to be on the campus, on one of several alternative dates, for pre-orientation activities and a full day of pre-entrance testing, whose results are used for advising, counseling, and course-placement purposes.

GUIDANCE AND COUNSELING PROGRAM

CENTER FOR CAREER COUNSELING, PLANNING, AND PLACEMENT

Both as a response to the increasing need of students for career guidance and in recognition of the importance of relating the unique qualities of liberal arts education to the world of work and careers, Wofford has developed a Center for Career Counseling, Planning, and Placement.

The Center offers these services:

1. Provides career guidance and counseling for Wofford students and potential Wofford students;
2. Performs basic placement functions for students, new graduates, and alumni;
3. Coordinates cooperative work-study programs in the community;
4. Seeks to lessen the incidence of needless attrition of students;
5. Provides Wofford's constituencies with information on the vocational relevance and importance of liberal arts studies;
6. Provides career information to Wofford faculty advisors.

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 assist the student in assessing his capacities and direction in life in order that his full potential is utilized in both his academic life and his career planning.

FACULTY ADVISING FOR FRESHMEN

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 advisors 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 ADVISING

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 SERVICES

The College maintains on campus an infirmary staffed by a registered nurse with College physicians on call. Preventive as well as remedial attention is given. The 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, treat-
ment of chronic conditions, convalesce 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 in-
terested in securing such part-time employment should consult with the
Director of Placement.

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 place-
ment program of the College.

In early fall, the seniors are given an opportunity to register with the
Center for Career Counseling, Planning, and Placement. 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.

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.

STUDENT REGULATIONS

Wofford College has developed an exemplary Code of Student Rights
and Responsibilities. This was done through student leaders, faculty, ad-
ministration, and the Board of Trustees. The Code is printed in full in
the Student Handbook distributed to all students at the beginning of the
fall semester. Each student is expected to be thoroughly familiar with
the Code and to keep it available for reference.

AUTOMOBILE REGULATIONS

All motor vehicles operated on campus must be registered with the
Security Department at registration or within 2 working days 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 to abide by them.

RESIDENT STUDENTS

All single full-time 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 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 can-
ot 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.

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

Upperclassmen who wish to retain rooms for another year must
notify the Director of Housing in writing and make a $100.00 room
reservation deposit by the end of the first week following spring
holidays. This deposit is refundable if the Director of Housing is
notified in writing prior to July 1 that the student does not plan to
return.

Freshmen, insofar as facilities permit, are assigned with their
requested roommates. The majority of the rooms are designated for oc-
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.

Society of Physics Students: To promote the advancement and diffusion of knowledge of the science of physics and the encouragement of student interest in physics throughout the academic and local communities.

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

Society for the Conservation and Study of Reptiles and Amphibians: To promote a better understanding of reptiles and amphibians and to support conservation measures directed toward the preservation of reptiles and amphibians.

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.

Whitewater Club: To develop appreciation for ecology and skills in canoeing and kayaking whitewater.

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.

Wofford-Converse Ski Club: To teach beginner skiing, promote skiing safety, organize planned trips to ski resorts, and host social functions for members and their guests.

Wrestling Club: To provide wrestling for all those students interested.

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
- Pi Kappa Alpha
- Kappa Alpha
- Pi Kappa Phi
- Kappa Sigma
- Sigma Alpha Epsilon
- Omega Psi Phi
- 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 musician 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, soccer, and riflery.
PUBLICATIONS

The Faculty Committee on Publications, composed of three faculty members elected by the faculty and five students elected by the Campus Union, 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 Committee are the Old Gold and Black, a weekly newspaper; the Journal, a literary magazine; and the Bohemian, a yearbook.

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

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

The following awards are given:

Departmental Awards — Given by the various academic departments to outstanding seniors for academic excellence.

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.
Hults 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 a 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 — An 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.

William Stanley Hoole Award — Named after Mr. William Stanley Hoole, class of 1924 and Captain of the 1923 Wofford College football team. Awarded annually to the member of the Wofford College Block W Club with the most outstanding academic record.

The William James McLeod Award — Presented annually to a senior who has demonstrated potential for future dedicated and selfless service to the Church, the State, the Nation, and Wofford College. Named for Mr. William James McLeod, merchant, farmer, and active Methodist layman, who also served as an officer in the Confederate Army and as a member of the Advisory Board of Wofford College.
Admission to Wofford College is open to all persons of good character who can demonstrate the potential for college-level work in the environment fostered at Wofford. The College seeks students who are ready to assume responsibility for their own lives — for their personal behavior, 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:

1. APPLICATION FOR ADMISSION
   - 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 Admissions Office.

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. GUIDANCE COUNSELOR’S EVALUATION
   - a. Freshmen — Form II (Guidance Counselor’s Evaluation) is required. It should be returned to Wofford by the high school along with the transcript.
   - b. Freshmen and transfers — It would be helpful, but is not required, to have a letter of recommendation submitted by a minister, teacher, Wofford alumnus, etc.

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 the Admissions 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 week days from 9 a.m. to 4 p.m. and on Saturdays from 9 a.m. to noon. The Admissions Office telephone number is (area code 803) 585-4821, extension 275. On an invitation basis the college has organized hospitality weekends twice a year for 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 Candidate's 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.

The personalized admissions program at Wofford is really a subjective one. In reaching each of its decisions, the Committee on Admissions pays particular attention to the nature of the applicant's high school, the courses he has taken, his class rank, test scores, and extracurricular activities, the guidance counselor's recommendation, and the Wofford admissions counselor's recommendation.

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 Director of Admissions for further information.

SPECIAL ACADEMIC PROGRAM FOR STUDENTS TO COMBINE HIGH SCHOOL SENIOR AND COLLEGE FRESHMAN COURSES

In two ways Wofford College makes it possible for qualified students to combine the last year of high school with the freshman year in college.

PROGRAM 1

For rising high school seniors, Wofford College offers the Summer Advancement Program, which will allow qualified students to attend Wofford, taking regular college courses, during the summer preceding their senior year.

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

The program will provide the high school student an excellent opportunity to become acquainted with college work and it will also assist him in selecting for his senior year of high school courses of study which will improve his background for college level courses.
Eligibility for the Summer Advancement Program is based on high school academic performance and recommendations from guidance counselors and teachers, with consideration given also to standardized test scores. Admission is granted on an individual basis, but a general guideline for eligibility is that the applicant should rank in the top quarter of his high school class. Application may be made by writing to the Director of Admissions, Wofford College.

The Summer Advancement Program is implemented within the same calendar as the Summer Session. Classes are conducted Monday through Friday during each of two five-week terms.

PROGRAM II

Area high school students in their senior year are encouraged under certain conditions to take one or two courses each semester from the freshman curriculum at Wofford. Credits earned in these college courses may count toward meeting requirements for an undergraduate degree from the College. To qualify for this program the student must meet the following conditions:

1. The applicant must rank in the upper-half of his class through the junior year in high school in college preparatory courses and must be classified as a senior.
2. The senior must have taken standardized achievement testing (S.A.T. or A.C.T.) prior to enrolling in this program and must have scored above the average total score 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 to take advantage of this unusual educational opportunity.

TRANSFER FROM ANOTHER INSTITUTION OF HIGHER LEARNING

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

Applicants for admission who have attended other colleges must submit the Information on Transfer Student form to the Registrar of the college they last attended or are presently attending and request that this record be completed (at the conclusion of any semester then in progress for the applicant) and sent directly to the Director of Admissions. These applicants should also request that supplementary transcripts be submitted at the conclusion of their work. The Committee on Admissions may also require high school transcripts for those applicants who have been in attendance at institutions of higher learning less than one full year. Failure to submit prior records may constitute cause for dismissal from the College.

Wofford College will accept a grade of D incurred elsewhere in the first semester or quarter of a course equivalent to one of Wofford's courses if that course is a prerequisite to a subsequent course on which the student made a B or better. Similarly, a student who made a D elsewhere in a first-semester or first-quarter course may receive credit for that course where a grade of B or better is earned at Wofford in the course to which the first-semester or first-quarter course was prerequisite. Otherwise, only grades of C or better are accepted at Wofford College on transfer.

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 the Registrar.

ASSOCIATE DEGREE ADMISSIONS PROGRAM

Wofford offers advanced admission to qualified graduates of many junior colleges. Graduates of selected junior colleges in specified associate degree programs may graduate from Wofford by earning 62 semester hours with a C average or better and by completing a major.

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 40th percentile and credit cannot be accepted from the student after he has matriculated at Wofford College. 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 accep-
tance of credit based on CLEP, USAFI correspondence, and military
experience, Wofford College encourages individuals who are beyond the
traditional post-high school stage in age and/or background, and es-
pecially 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 possi-
bilities to confer on campus with the Director 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 Director of Admissions
provides application materials as well as advice designed to present the
applicant in good order to the Committee on Admissions for final deci-
sion.
FEES

For each academic year, the College establishes comprehensive, or all-inclusive, fees for resident and day students. For 1975-76, comprehensive fees will be $3,715 for resident students and $2,315 for day students. Comprehensive fees do not cover the entire cost of the college program. Almost $700.00 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:

Payable at the beginning of:

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester*</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>Resident Students</td>
<td>$2,055</td>
<td>$1,660</td>
</tr>
<tr>
<td>Day Students</td>
<td>$1,285</td>
<td>$1,030</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 arrangements concerning its settlement have been made with the Controller of the College. A charge of 1% per month on the unpaid balance will be made on those accounts not settled and paid at the time indicated above.

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

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

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 its 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>When the student has</th>
<th>Portion of Comprehensive Fee Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>been enrolled</td>
<td></td>
</tr>
<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 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. The deposit is refundable before July 1.

8. No student or former student who has not settled all his outstanding bills with the Controller, or has not paid his loan fund note 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 with the Director of Financial Aid.

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

All scholarships are awarded for one year 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 offered 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 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 scholarship grant will be granted to help defray the expenses of a student enrolled in the Summer School.

No scholarship grant, or combination of such grants, can be larger than the College's comprehensive fees.

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 persons 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 to the Director of Financial Aid, receive grants in aid in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Scholarships</th>
<th>All Denominations</th>
<th>Per School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Day student</td>
<td>$300</td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$300</td>
<td></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 his or her 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 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.

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<td>Scholarship</td>
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<td>Benjamin</td>
<td>Wofford Scholarship</td>
<td>National Merit Scholarship</td>
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<tr>
<td>Todd</td>
<td>Wofford Scholarship</td>
<td>South Carolina Tuition Grant</td>
</tr>
</tbody>
</table>

The term "Methodist minister" refers to Methodist ministers in full connection with a United Methodist Conference and to 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, and will not exceed $4000.

Grants will range from $200 to $1500 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 law enacted by Congress in June, 1972. Under this 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. There is no repayment of the grants.

Grants of up to $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, must be of good moral character, must have demonstrated qualities of academic merit and financial need, must be accepted or registered as a full-time student in a South Carolina institution of higher learning whose academic program is not comprised solely of sectarian instruction, and must not be 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 a student must apply to a South Carolina independent college and be accepted for admission.

SCHOLARSHIPS

COMPETITIVE SCHOLARSHIP PROGRAMS

Charles E. Daniel Scholars — The Charles E. Daniel Scholars Program is a Wofford College program designed to identify and attract selected students who have the potential of attaining a vital role in the leadership which will be required in the "New South." These are full scholarships to Wofford College, including tuition, room, and board.

The educational program at Wofford is directed toward the development of leadership for the "New South." In the remaining years of this century, the Southeast will be one of the fastest growing areas of the nation; with trained leadership it can become the most progressive area.

The late Mr. Charles E. Daniel, industrialist and statesman, recognized the potential of the "New South" decades ago. Much of his life was devoted to promoting the development of orderly industrialization, improved transportation, and expanded educational opportunities in South Carolina and the region. As a friend of youth and education, Mr. Daniel envisioned the future of the South in ways which have significantly influenced the views of a new generation of leadership.

It is fitting, therefore, that this Wofford College program for identifying and developing humane leadership for the "New South" be named in memory of Charles E. Daniel.

The primary qualifications to be considered by the College in making the awards are:

(a) leadership ability and experience in positions of leadership,
(b) intellectual ability and scholastic attainment,
(c) moral courage and interest in humankind.

To become eligible for an award a candidate must:

(a) be a student in or a graduate of a participating school selected by Wofford College,
(b) meet the requirements for admission to Wofford College.

Potential candidates for awards may be nominated by the participating schools and by chapters of Wofford College alumni; each such school and chapter may present two nominations annually. Nominations will be received at Wofford by the Selection Committee. The committee will evaluate the qualifications of all those named and will select from among them the candidates to be invited to the Wofford campus for the final competition.

Two awards will be granted annually.

W. Hastings McAllister Scholars — The W. Hastings McAllister Memorial Scholarship Fund was established in 1974 as a memorial to W. Hastings McAllister by his family and friends. A pre-medicine major at Wofford, Hastings was a strong student and an outstanding member of the campus community. The endowed scholarship was established as a tribute to his love for Wofford and his commitment to independent higher education. Proceeds from this endowed fund are to be used to provide scholarships to students who are working toward completion of degrees in a broad range of medical and health science areas. Recipients must be entering freshmen or graduates of Spartanburg Methodist College. Each scholarship is a full scholarship to Wofford College, including tuition, room, and board. Recipients must declare an intent to enter the medical or health science field and must follow an appropriate program ap-
proved by the Dean of the College. To continue to qualify, after receiving the scholarship, they must make satisfactory progress as defined, toward completion of such a degree. Each recipient shall be designated a W. Hastings McAllister Scholar.

Springs Scholars — The Springs Scholars program was established by a gift from the Frances Ley Springs Foundation in 1975. The income from this permanent endowed fund is to provide academic scholarships to highly qualified students based on scholastic achievement, character and leadership ability.

Outstanding students from the high schools in Lancaster, Chester and York counties in South Carolina are eligible for selection as recipients of this scholarship.

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

Benjamin Wofford Scholarships — These scholarships, formerly known as King Teen Scholarships, are named in memory of the founder of Wofford College. Four scholarships of $2,000 per year for four years are awarded to South Carolina male high school seniors who are nominated by their teachers as possessing outstanding qualities of scholarship, leadership, and character. Full information about Benjamin Wofford Scholarships is made available to high school principals and guidance counselors.

Anna Todd Wofford Scholarships — Two scholarships of $1,000 per year for four years awarded to female day students. Established in 1973 in memory 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.

HONORARY SCHOLARSHIPS

Spartanburg High School Scholarship — A scholarship of $350.00 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 Methodist 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 member of the graduating class of Spartanburg Methodist 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 Terrier 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, 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, a graduate of Wofford College.
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 Store’s Award — Will be made annually to an outstanding student athlete possessing strong qualities of character, scholarship, and leadership. This annual grant is awarded as a part of the Terrier Club program.

Paul Hardin, III, Scholarship — A renewable scholarship of $750.00 for a student athlete possessing strong qualities of character, leadership, and potential. The scholarship was established in 1970 by the Fred A. Gosnell, Sr., Foundation.

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

The Joab M. Leseone, Jr., Scholarship — A renewable scholarship of $750.00 a year to be awarded on the basis of character, academic ability, and potential. 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 $750.00 a year to be awarded to a South Carolina student on the basis of character, academic ability, and potential. 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.

The Ben Montgomery Award — Given annually by Mrs. Mary P. Montgomery through the Terrier 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.

Kostantinos 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 Terrier 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 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 customers of the Department 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.

Spartan Mills Scholarships — Wofford College will award up to four four-year Spartan Mills Scholarships each year in the full amount of the college’s tuition and scholastic fees.

The recipients of the Spartan Mills Scholarships will be selected according to designated criteria solely by officials of Wofford College who have no direct or indirect affiliation with Spartan Mills.

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 Mansan 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.

Algeron Sydney Sullivan Revolving Scholarship — Established in 1969 by the Algeron Sydney Sullivan Foundation. It is not an endowed scholarship and its continuation is dependent upon alumni who as students were recipients of an Algeron Sydney Sullivan award.

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, 1953. 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 the Wofford Terrier 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 a deserving and needy undergraduate student.

Dr. James Alburn Chiles, Sr., and Mrs. 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.


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

Ralph L. Crutchfield, Sr. Memorial Athletic Scholarship Fund — Established in 1974 by Nell H. Crutchfield. The award will be determined by the athletic scholarship committee based primarily on the need of a deserving candidate. Awarded to male varsity athletes on a year-to-year basis in any sport.

James Wilburn Cunningham 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 or daughter 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 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.

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 United Methodist Church.

Senator Olin D. Johnston Memorial Scholarship — 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.

Dean Frank Logan Scholarship Fund — Established by the will of Mr. Leo Oppenheimer of Chicago, Ill. in 1974. Income from fund to be awarded annually to a student on the basis of merit.

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 or daughter 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 R. 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.

Euphrasia 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.

The Reverend Daltrum H. Poston Memorial Scholarship Fund — This endowed scholarship was established in 1974 by an anonymous donor in memory of The Reverend Daltrum H. Poston, an alumnus of Wofford College and a distinguished minister of the United Methodist Church. The income from this scholarship is to be awarded annually to deserving students on the basis of character, leadership and financial need.

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 persons who are studying for the Methodist ministry. The recipients shall be deserving of financial aid and be unable to pay their 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 McCratha 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 United 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.


**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.

**John B. Thompson Endowed Scholarship Fund** — Established in the will of John B. Thompson to provide scholarships for deserving and needy students.

**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 P. Wannamaker of the Class of 1911, as an endowed scholarship for a student selected on the basis of character, scholarship, and need.

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

**The John Wiley and Rowena Eaddy Williams Scholarship Fund** — Established by Mrs. Williams in 1974, this renewable scholarship is awarded annually to a Wofford student on the basis of character, financial need and academic ability, who preferably is a citizen of South Carolina.

**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 $1,500.00 per year, but no student may borrow more than $7,500.00. 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 bear more than seven per cent simple interest. This is less than customary bank rates for installment loans. For a student who qualifies under Federal law, the Federal Government will pay the seven per cent interest until repayments are due to begin. The financial aid officer recommends the loan, after consultation with the student, and the loan is negotiated at the student’s home town bank on the student’s own signature.

**United Methodist Student Loan Fund** — Open to members of that Church of at least one year’s standing. The maximum amount which may be borrowed is $800 per year. Consult the Director of Financial Aid.

**The National Direct Student Loan Fund** — A total of $5,000 can be borrowed 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, 1952.

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

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 Harden.

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 I. 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 and Economics.

Henry P. Williams Endowment Fund — By Mr. Henry P. Williams of Charleston, S. C.
Benjamin Wofford Endowment Fund — Subscribed and directed through the Wofford of Tomorrow Campaign.

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 United Methodist Church, who in the judgment of the College, are unable to help themselves financially.

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 United 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.


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 students studying for the Christian ministry, or other worthy students.


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

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

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

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

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

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

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 Padgett — 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.

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

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

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


The Rev. W. Pinckney Way Incidental Loan Fund — Established in 1957 as a memorial to their father by the children of the Rev. W. Pinckney Way. Loans from this fund to be 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 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 the Interim is one four-hour project. In addition, freshmen participate in the Freshman Orientation 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.

First Semester

| Humanities 101 |
| Science |
| A General Education Required Course |
| An Elective Course |
| Freshman Orientation Program |

Second Semester

| English 102 |
| Science |
| A General Education Required Course |
| An Elective Course |
| Freshman Orientation Program |

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.

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 required Physical Education courses. Grades of Pass and No Credit are given for the Freshman Orientation Program.

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 of guardians of all students. At mid-semester 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.

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* semester hours including general education and major requirements and the prescribed number of Interim projects. Within these 124 hours, the student must have a C average or he must have passed 124 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. Grades transferred from other institutions, except Converse College grades earned when the cooperative program is effective, will not be used in computing the C average required for graduation.

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 in each semester extends from the day of registration to the dates noted in the College Calendar, 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 advice 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.

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 ap—
proval of the Registrar and the chairman of the departments in which the student desires to take such courses.

WITHDRAWAL FROM COLLEGE

The College, sincerely interested in the welfare of both the student and the institution, requires a personal exit interview with either the Assistant Dean of the College, the Dean of Students, or the Registrar by 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 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.

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 CREDITS
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 legalistically 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 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, and the student will be assigned a grade of W or NC as determined by the instructor.

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. However, a student who is absent from a final examination may receive permission from the Dean of the College to take such an examination at a later date; permission will be granted only in extremely extenuating circumstances.

ACADEMIC PROBATION AND EXCLUSION
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 readmission 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 enrolled during 1973-74 or earlier 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 herein, and the Registrar will establish equivalents and procedures necessary to apply this rule to the students.

<table>
<thead>
<tr>
<th>Cumulative Hours Attempted</th>
<th>Cumulative Academic Probation Level</th>
<th>Cumulative Exclusion Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 26</td>
<td>GPA Below 1.30</td>
<td>GPA 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 courses not included, i.e. Interm, Freshman Orientation, 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 elect a major from one of the following fields: accounting, economics, English, humanities, intercultural, interdepartmental, mathematics, philosophy, religion, or sociology.

Students wishing to receive a B.S. degree must select a major from the following: biology, chemistry, interdepartmental, mathematics, physics, or psychology.

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, 350, 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 these departments. The following courses will satisfy the requirements:

- History 101, 102 or 103
- Humanities 201 and 202*
- Philosophy: Normally a 200 level course
- Religion 201, 203, 251, 252

HUMANITIES 101

THREE SEMESTER HOURS

This seminar course is required of every freshman.

In addition to completing these requirements, each student must be approved for the B.A. or B.S. degree by a majority of faculty members present and voting at a special faculty meeting held prior to graduation.
INTERIM NORMALLY, SIXTEEN SEMESTER HOURS
This requirement is met by the student's successful completion of one four-hour 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 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, 123, 124, 221, 222
- Chemistry 123-124
- Geology 111, 112
- Physics 121, 122
- Psychology 331, 332, 341, 342

FRESHMAN ORIENTATION 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 the 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 and interdepartmental listings in the "Courses of Instruction" section of the catalog.

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

OMISSION OF REQUIRED COURSES
Students with superior preparation in any of the above-listed courses are encouraged (or may be required at the option of the department) to omit any of them 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 in college, except those qualifying under the Advanced Placement Program, the College-Level Examination Program, or the College Placement Test Program.

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...
at the professional school, he may be awarded the Bachelor's degree by Wofford. Therefore, it is wise for those interested to consult early and frequently with the program advisor. 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.

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

Wofford College has an excellent reputation for preparing persons for entry into medicine, dentistry, veterinary medicine, Christian ministry, and law. Generally, any of the College's majors prepares persons for the appropriate professional and graduate schools. Normally, however, persons planning careers in medicine, dentistry, or veterinary medicine major in one of the natural sciences and persons going into law or the Christian ministry major in one of the humanities or social sciences.

Wofford and the Medical University of South Carolina also 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.

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

*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 or 112.
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>Subject</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</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18 to 30</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.
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 and 200's are primarily for freshmen and sophomores.

Courses numbered in the 300's and 400's are primarily for juniors and seniors.

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

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

Course numbers separated by a comma (e.g.: 201, 202) indicate two 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:

- 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 during the first semester of the senior year.
- The Undergraduate Record Exam the second semester of the senior year.
- If a student plans to complete early his requirements for a degree, he should make this known to the departmental chairman in time to complete all requirements for a degree before leaving Wofford.

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) 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) PATTON

221. INTRODUCTION TO MOLECULAR AND CELLULAR BIOLOGY
Introduction of morphological, biochemical, biophysical, and genetic studies of living cells.
(3-3-4) LEONARD
222. INTRODUCTION TO GENETICS AND DEVELOPMENT
Study of the basic concepts of heredity and subsequent development of organisms
(3-3-4) HUBBARD

301. GENETICS
Study of the principles of heredity with emphasis on the more recent work and findings in the field.
(3-3-4) HUBBARD

302. MORPHOGENESIS
Study of vertebrate morphology and embryogenesis. (1977 and alternate years)
(3-3-4) DOBBS

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

304. INVERTEBRATE ZOOLOGY AND ANIMAL PARASITISM
Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in man (1976 and alternate years)
(3-3-4) HUBBARD

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

309. BIOLOGY OF NON-WOODY PLANTS
Identification and classification of vascular and non-vascular plants; history and biology of cultivated plants; biology of plant-disease; laboratory studies in plant growth; and other topics utilizing non-woody plants. Offered in even-numbered years.
(3-3-4) PATTON

311. BIOLOGY OF WOODY PLANTS
Study of the identification, distribution, discovery and exploitation, growth, and body- functions of trees and shrubs, with emphasis on the rich woody flora of the region. Offered in odd-numbered years.
(3-3-4) PATTON

401. HISTORY OF BIOLOGY
Study of the development of the biological sciences from medicine of primitive man to the present.
(3-0-3) DOBBS

402. HUMAN GENETICS
Study of the principles of genetics as they apply to the human.
(3-0-3) HUBBARD

404. PHYSIOLOGICAL PRINCIPLES
Study of the leading ideas and concepts of the physiology of animals.
(3-3-4) LEONARD

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

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

481. SELECTED TOPICS IN BIOLOGY
Group or individual study of selected topics in biology.
(3-0-1) 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 70, and In-Course Honors, page 71, in the current catalog.

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

Major Prerequisite: Chemistry 123-124

Major Requirements:
In order to allow flexibility in the major and provide for differing professional goals, the chemistry department offers a variety of major programs.

ALL MAJORS REQUIRE:
Chemistry 201-202, 211, 212 and Physics 121, 122.
DEPARTMENTAL READING PROGRAM in the junior year.
COMPREHENSIVE EXAMINATION in the senior year.
(A course in Computer Science is highly recommended.)

PROFESSIONAL CHEMISTRY MAJOR:
Designed for students who plan graduate work leading to the M.S. and/or Ph.D. degree in chemistry. These courses are recommended by the American Chemical Society for a professional chemistry major.
Chemistry 311, 312, 322, 410, 420: Math 251, 252.
(Chemistry 451-452 or 480+ are recommended as electives.)
 Chemistry majors who plan to do graduate work are strongly advised to take Math 351, 352 and to acquire a reading knowledge of German.

LIBERAL ARTS CHEMISTRY MAJOR:
Designed for students who prefer more flexibility in choosing electives. While this program does not meet the standards of the American Chemical Society, students following this major often continue in graduate work or enter industry.
Chemistry 311, 312 and two advanced electives in chemistry
chosen in consultation with the department chairman; Math 251, 252.

CHEMISTRY MAJOR FOR HIGH SCHOOL TEACHERS:
Chemistry 301, 302, 322 and one advanced elective in chemistry chosen in consultation with the department chairman; Math 140, 160 or 251, 252.

In addition to the requirements for the major, students who plan to teach must also meet the requirements for teacher certification. Further information on the Teacher Education Program is given on pages 81 and 82 of this catalog or may be obtained from the chairman of the department of education.

CHEMISTRY MAJOR FOR PRE-MEDICAL STUDENTS:
This is the most flexible of all major programs in the chemistry department and is designed to provide a strong background for pre-medical or pre-dental students. This program fulfills the course requirements of any medical or dental school in the entire country.

Chemistry 301, 302 and two advanced electives chosen in any combination from biology, chemistry, or physics, selected in consultation with the department chairman; Math 140, 160 or 251, 252.

HONORS COURSES AND IN-COURSE HONORS:
Chemistry majors are encouraged to participate in the honors programs that are available at Wofford. For further information, see Honors Courses, page 70, and In-Course Honors, page 71, of this catalog.

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 compounds of carbon with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124. (3-3-4) Each semester CAVIN

211, 212. INTRODUCTORY ANALYTICAL CHEMISTRY
Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124. (1-3-2) Each course ABEL

250+. INTRODUCTION TO RESEARCH
Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A maximum of 4 credit hours may be obtained in Chemistry 250+. Prerequisite: Chemistry 123-124 or consent of the department. (0-3-1) STAFF

280+. SELECTED TOPICS IN CHEMISTRY
Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-majors as well as chemistry majors. Specific topics will vary with student interest and will be announced one semester in advance.
(1, 2, or 3 — 0 or 3 — 1, 2, 3, or 4) STAFF

301. PHYSICAL BIOCHEMISTRY
Selected aspects of the physical chemistry of biomolecules which are especially applicable to the medical and life sciences. Prerequisite: Chemistry 202, Physics 122; Math 140, 160 or 251, 252. Recommended: Chemistry 211, 212. (3-3-4) 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. Prerequisite: Chemistry 202. Recommended: Chemistry 211, 212 and 301. (3-3-4) MORROW

311, 312. PHYSICAL CHEMISTRY
A study of the laws and theories of chemistry, thermodynamics, kinetics, quantum theory and molecular structure, etc., from a modern viewpoint. Emphasis on problem solving. Prerequisites: Chemistry 211, Physics 122, Math 252. (3-3-4) Each course THOMPSON

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

410. STRUCTURAL ANALYSIS OF ORGANIC COMPOUNDS
Integrated application of instrumental and classical techniques to research oriented problems in structural organic chemistry. Application of IR, UV, NMR and mass spectrometry to organic structure determination. Prerequisites: Chemistry 202, 211, 212. (2-6-4) CAVIN

420. CHEMICAL INSTRUMENTATION
Instruments and methods in absorption and emission spectrometry, gas chromatography, mass spectrometry, radioisotope and electrometric measurements. Prerequisites: Chemistry 211, 212 and 311, 312 (or 301). (2-6-4) ABEL

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: Consent of the instructor and approval by the department chairman.
(0-6-2) Each semester STAFF

480+. ADVANCED TOPICS IN CHEMISTRY
Group or individual study of special topics in chemistry at an advanced level. Topics will vary with student interest, but will be selected from advanced areas of analytical, organic, inorganic, physical or biochemistry, and will be announced one semester in advance. Prerequisite: Introductory course in area of study and consent of the instructor. (3-0-3) STAFF
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) FULMER

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

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

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

372. COMMERCIAL LAW
A study of basic legal principles applying to the conduct of business operations.
(3-0-3) 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 in-
come. Prerequisites: Economics 201, 202.
(3-0-3) ARTHUR

412. PUBLIC FINANCE
A study of the theory and practice of taxation, public expenditures, and public debt.
Prerequisites: Economics 201, 202.
(3-0-3) FULMER

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

442. PUBLIC POLICY TOWARD BUSINESS
A study of government regulation of business and antitrust policy. Prerequisites:
Economics 201, 202.
(3-0-3) STEPHENSON

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

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

ACCOUNTING MAJOR
HAROLD W. GREEN, Coordinator
Major Prerequisites:
Mathematics 160; Computer Science 100; Economics 201, 202; Ac-
counting 211, 212

Major Requirements:
Mathematics 140; Computer Science 200; Economics 321, 372; Ac-
counting 351, 352, 452, 461, 462, 471
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 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.

101. LITERATURE AND COMPOSITION FOR FRESHMEN
This course involves careful study and discussion of good writing from various genres and periods and is designed to help the student to read perceptively and think clearly, and to discuss and write intelligently. To receive credit for the course the student must demonstrate his ability to write satisfactorily. Does not apply toward fulfillment of general or major requirements.
(3-0-3) STAFF

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.
Prerequisite: Humanities 101 or English 101.
(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) HENRY

302. 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) SECONDI

303. 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) STAFF

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) 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) FISHER

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

311. CHAUCER
Study of Chaucer’s major poetry, with some attention to the medieval background and to Chaucerian criticism.
(3-0-3) HENRY

313. SHAKESPEARE (EARLY PLAYS)
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) 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) CHEWNING

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

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

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

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

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

339. THE MODERN NOVEL  
A critical consideration of selected American, British, and European novels from Flaubert to the present. The student should gain some insight both into the development of the modern novel as a genre and into the part the modern novel has played in the development of the modern mind. Specific selections will vary from year to year but will include such writers as James, Lawrence, Joyce, Faulkner, Hemingway, and Beckett.  
(3-0-3) MILLER

341. CONTEMPORARY LITERATURE  
Major writers of the twentieth century in America and England.  
(3-0-3) 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) MILLER

344. COMPARATIVE LITERATURE  
Continuation of 343.  
(3-0-3) 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) 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) CHEWNING

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) 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) 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) 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) Each course 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

302. 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.
(0-5-2) STAFF

480. 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) 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) 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 neo-classical period.
(3-0-3) GROSS

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

202. THE ELEMENTS OF MUSIC
The development of aural recognition and identification of musical patterns The development of proficiency in recognizing and responding to the symbols of music notation.
(3-0-3) BILANCHONE

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

301. BAROQUE AND CLASSICAL MUSIC LITERATURE SURVEY
A study of selected literature representative of the Baroque and Classical style eras.
(3-0-3) BILANCHONE

304. ROMANTIC AND CONTEMPORARY MUSIC LITERATURE
A study of selected literature representative of the Romantic and Contemporary style eras.
(3-0-3) BILANCHONE

FOREIGN LANGUAGES
GEORGE C. S. ADAMS, Department Chairman
JOAQUIN DEVELASCO, JACQUES C. B. FORBES, TA-TSENG LING,
RICHARD J. REMIREZ, JOSEPH SECONDLE, CYRUS L. SHEALY

Major Prerequisites:
Completion of courses 101 and 102 of each language of concentration selected for advanced study or the equivalent.

Major Requirements:
Twenty-four semester hours above course 102 level in the department at least fifteen semester hours of which must be earned for courses numbered 300 or higher. 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 department chairman.

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 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 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, oral and written.
(3-0-3) Each course SHEALY

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 course ADAMS

333, 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 ADAMS

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 course 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 FORBES AND STAFF

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 FORBES AND STAFF

221, 222. GERMAN LITERATURE IN TRANSLATION
Representative selections of German literature in English translation. Lectures, class discussions, oral and written reports.
(3-0-3) Each course FORBES AND STAFF

101, 102. CONVERSATION AND COMPOSITION
Intended to drill the student in the application of grammar and the idiomatic usage of German.
(3-0-3) Each course STAFF

105, 106. 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 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 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 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 course SECONDI

353, 354. READINGS IN GREEK LITERATURE
Reading of selected plays of Euripides, Sophocles and Aristophanes; reading selections from Plato (The Apology), Herodotus and Lysiak.
(3-0-3) Each course SECONDI

LATIN
101-102. ELEMENTARY LATIN
Grammar and pronunciation. Readings in easy Latin. Study of a selected English word list of about 600 words in cultivated usage is an integral part of the course.
(3-0-3) Each semester SECONDI
(Not offered in 1975-76, consult Converse schedule)

201, 202. READINGS 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 SECONDI
(Not offered in 1975-76)

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 STAFF
(Not offered in 1975-76)

201, 202. INTERMEDIATE RUSSIAN
Advanced Russian grammar and composition. Readings from standard Russian writers, newspapers, and periodicals, conversation.
(3-1-3) Each semester STAFF
(Not offered in 1975-76)
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 1975-76)

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 1975-76)

SPANISH
101-102. ELEMENTARY SPANISH
Elementary Spanish grammar, pronunciation; dictation; conversation; letter-writing; memorizing of common idioms and everyday expressions. Reading of easy stories.
(3-1-1) 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.
(3-0-3) Each course DEVELASCO, 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 DEVELASCO, 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 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 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 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 course 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 complete 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, landforms, and processes. Once a student learns to read this language he will feel more at home anywhere in the world.

111. INTRODUCTION TO GEOLOGY
A study of the Earth as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface.
(3-4-4) HARRINGTON

112. INTRODUCTION TO GEOLOGY
A study of the history of the Earth from the creation to modern times as this may read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.
(3-4-4) 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) HARRINGTON

GOVERNMENT
LINTON R. DUNSON, Department Chairman
CLARENCE L. ABERCROMBIE, III, WAYNE A. CULP, TATSENG LING

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 sub-divisions of the discipline.
(3-0-3) CULP

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) DUNSON

311. AMERICAN POLITICAL PARTIES
A study of the roles, functions, and structure of political parties in the American political system.
(1-0-3) CULP

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) 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) DUNSON

412. CONSTITUTIONAL LAW OF THE UNITED STATES
A continuation of Government 411. Prerequisite: Government 411 or permission of instructor.
(3-0-3) DUNSON

420. AMERICAN FOREIGN POLICY
A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.
(3-0-3) 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) 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) 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) 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) 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) 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) 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.
(1-0-3) 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) LING

392. MODERN POLITICAL THOUGHT
A study of political thought from the sixteenth century to the present.
(3-0-3) 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.
(1-0-3) 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, JOAB M. LESESNJE, 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 reading 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) JONES, KILLIAN, RACINE

202. HISTORY OF THE UNITED STATES, 1848-1914
Continuation of History 201. Required for history majors. (3-0-3) JONES, KILLIAN, RACINE

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

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

302. ENGLAND SINCE 1688
The history of modern Britain since the Glorious Revolution. (3-0-3) 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) JONES

304. LATIN AMERICA SINCE INDEPENDENCE
A continuation of History 303, dealing with the national period to the present. (3-0-3) JONES

305. HISTORY OF SOUTH CAROLINA
A survey of the state's history during colonial and early national periods. (3-0-3) JONES

106

306. HISTORY OF SOUTH CAROLINA
Continuation of History 305 from about 1800 to present. (3-0-3) JONES

307. HISTORY OF THE OLD SOUTH
A cultural, economic, and social history of the South before the Civil War. (3-0-3) JONES

308. HISTORY OF THE NEW SOUTH
The South since the Civil War: a continuation of History 307. (3-0-3) 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) RACINE

310. TWENTIETH CENTURY AMERICA
History of the United States since 1914. (3-0-3) JONES

311. U. S. SOCIAL AND INTELLECTUAL HISTORY TO 1860
A study of intellectual developments (Puritanism, the Great Awakening, the American Enlightenment, Transcendentalism) through reading representative works and biographies of the major thinkers. Social history will emphasize revivalism, reform, racism, slavery, popular culture, and education. (3-0-3) 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) KILLIAN

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

314. 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) RACINE

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

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) 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) JONES

107
321. SOUTH ASIAN CIVILIZATION TO COLONIZATION
An introduction to the land, the people, and the early history of South Asia, which has come to play a surprisingly large part in the recent history of our own country.
(3.0-3) ABERCROMBIE

322. SOUTH ASIAN CIVILIZATION SINCE COLONIZATION
A continuation of History 321.
(3.0-3) ABERCROMBIE

330. THE ANCIENT WORLD
A study of the emergence and development of the early river valley civilizations, of the Greek city states, the Hellenistic Age, and the Roman world.
(3.0-3) BAYARD

340. HISTORY OF THE MIDDLE AGES
A survey of medieval civilization with emphasis on cultural and institutional developments.
(3.0-3) THOROUGHMAN

350. RENAISSANCE AND REFORMATION (1300-1600)
A study of Western Europe from about 1300 to about 1600.
(3.0-3) 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) THOROUGHMAN

370. EUROPE, 1789-1870
A survey of the growth of nationalism and democracy in modern Europe, with attention also being given to social conditions and intellectual climate.
(3.0-3) BAYARD, 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) BAYARD

381. EUROPE AND THE WORLD, 1918-1935
This course and its sequel, History 382, are designed to furnish historical background for better understanding of complex contemporary world problems.
(3.0-3) BAYARD

382. THE WORLD SINCE 1935: NEW AGE OF CONFLICT
A continuation of History 381.
(3.0-3) 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

160. 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 I, II
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. Prerequisites: Math 251, 252 or equivalent.
(3.0-3) Each course STAFF
MILITARY SCIENCE

LTC BYRD SMITH, PMS and Department Chairman
MAJ ALLAN W. HAMMERBECK, CPT LANIER B. PHILLIPS,
CPT MELVIN L. CURTIS, CPT JAMES R. PATRIE,
MSG KAISER THOMAS, JR., SPC WILLIAM F. DANIELS

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) PHILLIPS

102. MILITARY SCIENCE II
(1-1-1) PHILLIPS

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.
(2-1-2) PATRIE

202. MILITARY SCIENCE II
Introduction to operations, basic tactics, and land navigation. Leadership Laboratory.
(2-1-2) PATRIE

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

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

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) HAMMERBECK

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) HAMMERBECK

PHILOSOPHY

JAMES A. KELLER, Department Chairman
WALTER E. HUDGINS

General Education Requirement:
Any course in philosophy may be used to satisfy the General Education Requirement, but students should begin their work in philosophy with a 200-level course except in unusual circumstances, since a course on this level is a prerequisite for 300-level courses. If a student believes that he or she has a good reason for asking an instructor to waive the prerequisite, the department encourages him or her to consult with the instructor involved. After taking Philosophy 201 or 212 (but not 221), a student may take any 300-level course or any other 200-level course if he or she wishes to satisfy the General Education Requirement with a second course in philosophy.

Major Requirements:
Twenty-one semester hours of course work, chosen in consultation with the departmental advisor. 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. Offered every semester.
(3-0-3) STAFF

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

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

310. AESTHETICS
A 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, interpreta-
tion, and evaluation in the arts; meaning in the arts, art and truth, and the arts and morality. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1975-76.
(3-0-3) HUDGINS

311. PRINCIPLES OF ETHICS
A study of diverse value systems. Offered in 1976-77. Prerequisite: Phil 201 or 212 or permission of the instructor.
(3-0-3) HUDGINS

325. PHILOSOPHY OF THE NATURAL SCIENCES
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. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1975-76.
(3-0-3) KELLER

326. PHILOSOPHY OF THE SOCIAL SCIENCES
Similar to 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. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1975-76.
(3-0-3) 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. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1976-77.
(3-0-3) 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. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered every year.
(3-0-3) KELLER

351. HISTORY OF WESTERN PHILOSOPHY I
A study of ancient philosophy. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1976-77.
(3-0-3) HUDGINS

352. HISTORY OF WESTERN PHILOSOPHY II
A study of modern philosophy. Prerequisite: Phil 201 or 212 or permission of the instructor. Offered in 1976-77.
(3-0-3) HUDGINS

472. CONTEMPORARY TOPICS
A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Any 100-level course in philosophy or permission of the instructor. Offered every year.
(3-0-3) STAFF

PHYSICAL EDUCATION
WILLIAM W. SCHEERER, Department Chairman

EUGENE F. ALEXANDER, MIKE E. BUGAR, JAMES H. KING
JOHN W. PILLEY, STEVE M. SATTERFIELD, SAMUEL H. SLOAN, JR.
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 and teaching.

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) SATTERFIELD, ALEXANDER

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

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

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

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

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

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

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

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

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

480. THE GREAT OUTDOORS
(3-10 to 30-3) PILLEY
PHYSICS

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

PSYCHOLOGY

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 psychology in in-
374. THE APPLICATION OF BEHAVIORAL PRINCIPLES IN A TREATMENT ENVIRONMENT
An investigation of behavioral contacting and program selection as required 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

ADVANCED ELECTIVE SERIES

360. EXPERIMENTAL DESIGN
The application of statistics to the design of experiments in the behavioral sciences.
(3-0-3) 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. 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.
(1-0-3) Each Semester STAFF

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 Judeo-Christian tradition with emphasis on the religious perspective reflected in the Old and New Testaments.
(3-0-3) STAFF

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

251. THE OLD TESTAMENT
The literary, historical, and theological contribution of ancient Israel to western civilization as reflected in the Old Testament.
(3-0-3) STAFF

252. THE NEW TESTAMENT
The emergence of Christianity in the western world as seen from an analysis of the New Testament writings.
(3-0-3) STAFF

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

302. PAUL. HIS LIFE AND WORK
(3-0-3) BULLARD

311. THE PROPHETS OF ISRAEL
The religion of the Hebrew prophets studied in historical context with concern for its contemporary significance.
(3-0-3) BULLARD
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) 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) 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) 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-is-dead theology, Neo-Pentecostalism, and the Christian-Marxist dialogue.
(3-0-3) 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) TURNER

326. CONTEMPORARY PROBLEMS IN MEDICAL ETHICS
An analysis of 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 or instructor's consent.
(3-0-3) TURNER

327. THE AMERICAN RELIGIOUS TRADITION
Studies in the role played by Judaico-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) TURNER

341. 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) TURNER

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) 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) BULLARD

400. THE RELIGIONS OF WESTERN ASIA
An introduction to the history of religions beginning with philosophical and anthropological considerations and moving to a phenomenological examination of the four classical monotheistic religions originating in the Middle East.
(3-0-3) BULLARD

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

403. AFRICAN RELIGIONS AND PHILOSOPHIES: PRE-COLONIAL
Examination of a representative group of indigenous African religions prior to the influence of colonialism and Christianity.
(3-0-3) 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) 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 excavations 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.
SOCILOGY

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

Major Prerequisites: Sociology 200, 210.

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

INTRODUCTION TO ANTHROPOLOGY
An introduction to the physical and cultural anthropology. Offered each semester. (3-0-3) ADAMS

INTRODUCTION TO SOCIOLOGY
An introduction to the sociological perspective. Offered each semester. (3-0-3) STAFF

SOCIOLOGY OF DEVIANT BEHAVIOR
An application of the sociological perspective to "problem" behavior. (3-0-3) MAULTSBY

MAN AND CULTURE
A study of human behavior in different societies. (3-0-3) ADAMS

MINORITIES
An examination of racial and cultural minorities. (3-0-3) ALBUQUERQUE

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

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

SOCIOLOGY OF THE FAMILY
A study of the family as a social institution. (3-0-3) ADAMS

SOCIAL PSYCHOLOGY
A study of group and social influences upon the individual. (3-0-3) MAULTSBY

DEMOGRAPHY
An introduction to the study of human populations, their structures, variations, and consequences of population trends. (3-0-3) ALBUQUERQUE

SOCIAL RESEARCH
An introduction to the methods and techniques of collecting and analyzing social data. (3-0-3) MAULTSBY

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

THE COMMUNITY
An examination of modern communities. (3-0-3) STAFF

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

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

CLINICAL CRIMINOLOGY
Conducted in Columbia-area correctional institutions by professional personnel of the South Carolina Department of Corrections. Involves students in a supervised clinical experience designed to acquaint them with some of the critical facts and issues related to crime, criminal behavior, and corrections. Upperclass status and prior course work in sociology and/or psychology recommended. Not applicable toward major. Offered in summer session (six weeks, six semester hours); requires full-time involvement.
INTERDEPARTMENTAL OFFERINGS
MAJORS AND PROGRAMS

BUSINESS AND INSTITUTIONAL ADMINISTRATION AND MANAGEMENT

Managers and administrators typically make decisions that have personnel, economic, social, financial, technical, governmental, educational, legal and/or ethical implications. Therefore the College believes that it is vitally important for persons considering careers in management and administrative fields to obtain as well-rounded an education as possible including, in addition to core requirements, courses in psychology, economics, sociology, accounting, and government.

Most students interested in careers in business or institutional administration and management major in either economics or accounting (see p. 90). Either the economics major or the accounting major will prepare a person for leadership positions in business, government, or non-profit organizations. Also, either major will prepare a person for graduate or professional school work in business administration (particularly the MBA degree), accounting, or law.

Persons aiming toward particular administration and management positions should consider an appropriate interdepartmental major (see p. 125). For example, a career in international business could come out of an economics-foreign language major; a career in governmental administration could result from a government-psychology or government-sociology major; a management career with technically oriented companies could result from physics-economics, chemistry-accounting, etc. interdepartmental majors.

Persons who want to major in a traditional field but who wish to prepare themselves minimally for entry into management and administrative positions should take as electives at least one course each in accounting, management, finance, economics, psychology, and sociology. There are many opportunities during the Interim for in-depth study in management, administration, and business-related subjects or to undertake appropriate internships.

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 select 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 Thoroughman.

INTERCULTURAL

This major offers students an opportunity to design their own major, cutting across departmental and disciplinary lines, in the general area of international/intercultural studies. A student desiring to major in intercultural studies must work out his curriculum with the program director, who will also act as his faculty advisor. This should be done before the beginning of the junior year.

The Intercultural Major requires 33 hours, with the following course distribution: 3 core courses (dealing with a specific cultural area: Africa, Afro-America, Asia, or Latin America); 3 courses from cultural area not chosen for core work; 3 courses dealing with general international/intercultural subjects; 1 independent study project; and 1 senior seminar.

For further information contact Professor Thoroughman.

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 80 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. See page 80.
COURSES

HUMANITIES 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

HUMANITIES 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.) (6-0-6) Each course BARRETT, HENRY, KELLER, AND CONTRIBUTING FACULTY FROM THE FINE ARTS DEPARTMENT

HUMANITIES 301, VALUES AND ISSUES SEMINAR
This seminar will endeavor to show that "the humanities" are related to concrete issues in the human community. The seminar will take a one-semester look at that community which is Spartanburg County, and through a multi-disciplinary approach involving classroom discussion and directed field-work, the seminar should re-formulate the issues and move creatively toward possible solutions. (2-3-3) ABERCROMBIE, WELCH

SCIENCE 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. (3-1-4) Each course STAFF

The Register

126
THE REGISTER 1974-75

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President, Hoechst Fibers, Inc., New York, N. Y.

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Minister, Cannons Campground United Methodist Church, Spartanburg, S. C.

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Retired General Sales Manager, Pontiac Motor Division, General Motors, Scottsdale, Ariz.

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Vice President, W. R. Grace & Co., New York, N. Y.

L. A. Odom†
Attorney, Odom, Nolen, Terry, and Abernathy, Spartanburg, S. C.

Robert R. Odom
Attorney, Odom, Nolen, Terry, and Abernathy, Spartanburg, S. C.

Albert C. Outler
Professor of Theology, Southern Methodist University, Dallas, Texas

James P. Papadopoulos
Business Executive, Salonika, Greece

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Account Manager, Scientific Methods, Inc., Kensington, Md.

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Farmer, Cope, S. C.

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†Deceased, July 20, 1974.
ALUMNI ASSOCIATION

The Wofford College Alumni Association consists of 8,500 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 35 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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Atlanta, Ga. 30328

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133 Floy Street
Spartanburg, S. C. 29301

Walter F. Marks, Jr. ’69
Interstate Graphics, Inc.
P. O. Box 1163
Charlotte, N. C. 28201

Term Expires 12-31-76

J. Robert Capes ’56
4128 Sandwood Road
Columbia, S. C. 29206

Allen O. Clark ’50
1491 Greenville Hwy.
Spartanburg, S. C. 29301

Jesse L. Cooksey ’54
422 Montgomery Bldg.
Spartanburg, S. C. 29301

Dr. James G. Halford, Jr. ’45
Rt. 10, Box 183
Anderson, S. C. 29621

Term Expires 12-31-77

B. B. Bryson, Jr. ’58
P. O. Box 63
Gaffney, S. C. 29340

Dr. James G. Halford, Jr. ’45
Rt. 10, Box 183
Anderson, S. C. 29621
PARENTS ASSOCIATION

THE PARENTS' ADVISORY COUNCIL

The Parents Advisory Council is composed of parents of present and former Wofford College students. The Council meets twice annually and its primary goal is strengthening of communications between the College and the Parents Association.

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Bamberg, South Carolina 29003

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Hartsville, South Carolina 29550

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Rock Hill, South Carolina 29730

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Route 4, Box 212 B
Anderson, South Carolina 29621

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Six Marshall Court
Greenville, South Carolina 29605

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Orangeburg, South Carolina 29115

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(519 Rivers
Waltersboro, South Carolina 29488

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Route 2
Woodruff, South Carolina 29388

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Charles F. Marsh, A.B., A.M., Ph.D., LL.D., President Emeritus

ACADEMIC AFFAIRS DuPre Administration Building
B. G. Stephens, B.S., M.S., Ph.D., Dean of the College
Jerome R. Cogdell, B.S., M.Div., Assistant Dean of the College and Coordinator of Interim

Admissions
S. Frank Logan, A.B., A.M., Dean of Admissions
Charles H. Gray, B.A., Admissions Counselor
Michael Hammond Johnson, B.S., Admissions Counselor

Registration and Records DuPre Administration Building
Edward B. Sydor, B.A., Registrar and Director of Summer School
Bates L. Scoggins, B.A., M.A., Registrar Emeritus

Institutional Research Center Black Science Annex
James E. Seegars, Jr., B.A., M.A., Ph.D., Director

Library Services Sandor Teszler Library
Frank J. Anderson, B.A., M.S. in L.S., Librarian
Herbert Hucks, Jr., B.A., M.A., B.A. in L.S., Archivist
Oakley Herman Coburn, A.B., M.A., Circulation Librarian
Alice H. Cochran, A.B., M.L.S., Acquisitions Librarian
Martha E. Wharton, A.B., M.S. in L.S., Reference and Periodicals Librarian
Richard C. Wood, B.A., Cataloger

Residence Hall Education Program
M. Elton Hendricks, B.A., M.Div., M.S., Ph.D., Director of Residence Hall Education Program

Upward Bound
Jacqueline Coleman Gilmore, B.S., M.Ed., Upward Bound Project Director
Academic Program Evaluation
Robert L. Troup, B.A., M.Ed., Academic Program Evaluator

STUDENT AFFAIRS
J. Michael Preston, A.B., Dean of Students
Theodore A. Myers, B.A., Assistant Dean of Students
Claressa H. Lee, B.S., Director of Placement and Campus Facilities

Housing
Margaret M. Woodward, Director of Housing

Security
Charles William Darnell, Director of Security

Student Health Services
Sidney G. Alston, M.D., College Physician
Melvin D. Medlock, M.D., College Physician
Mack C. Poole, M.D., College Physician
Mrs. Dorothy B. Halligan, R.N., Resident College Nurse
Mrs. Elizabeth Johnson, R.N., College Nurse

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Edward E. Greene, B.S., C.P.A., Director of Finance
Harold S. Smithyman, A.B., Controller

Financial Aid
Marcus S. Griffin, B.S., Director of Financial Aid

Physical Plant
John R. Curry, Director of Physical Plant
Wallace B. Henderson, Assistant Director of Physical Plant

Food Services
Richard Palmer Perkins, B.S., Director of Food Services
(Epicure Management Service)

College Store
Richard W. Scudder, A.B., Director
Robert L. Huggin, A.B., Assistant Manager

CAMPUS MINISTRY AND COUNSELING
Donald J. Welch, A.B., M.Div., Campus Minister and College Counselor

DEVELOPMENT
Black Alumni Building
Daniel D. Gilbert, B.A., M.Div., Director of Development
William E. Biggs, B.A., Director of College Relations
T. Keller Cogswell, B.S., Director of Estate Planning and Director of Alumni Affairs
G. Alan Meredith, B.A., Director of Annual Resources
James H. Newcome, B.A., Director of Corporate Relations
Winifred B. Walsh, B.A., Director of Information Services
William T. P. Zader, B.A., Director of Capital Resources

INTERCOLLEGIATE ATHLETICS AND INTRAMURAL SPORTS
Andrews Field House
Eugene F. Alexander, A.B., Business Manager of Athletics and member of Athletic Council
William W. Scheerer, B.A., M.A., Professor of Physical Education, Director of Intramural Sports, and member of Athletic Council
Michael E. Bugar, B.A., Tennis Coach and Assistant Football Coach
W. Earl Buice, Golf Coach
James Howard King, Jr., B.A., Baseball Coach and Assistant Football Coach
Steve Mack Satterfield, B.S., M.Ed., Head Football Coach and member of Athletic Council
Samuel H. Sloan, Jr., B.S., Director of Sports Promotion and Baseball Coach
Duane A. Stober, B.S., M.S., Assistant Professor of Physical Education and Athletic Trainer
James McMackin Wallace, B.S., M.Ed., Track Coach and Assistant Football Coach

THE FACULTY
(Year of first appointment to faculty in parentheses after each name)
Roger Henry Abel (1974)
Assistant Professor of Chemistry
B.A., Hope College; Ph.D., California Institute of Technology.

Clarence Lewis Abercrombie, III (1973)
Assistant Professor of Intercultural Studies/History
B.A., Emory University; M.Phil., Ph.D., Yale University

Fred Thomas Adams (1958)
Professor of Sociology
A.B., A.M., University of Alabama; Ph.D., Tulane University.

George Cotton Smith Adams (1952)
Professor of Romance Languages
A.B., A.M., Ph.D., University of North Carolina

Klaus de Albuquerque (1974)
Instructor in Sociology
B.S. California State Polytechnic University; M.S., Virginia Polytechnic Institute and State University.
Eugene Foster Alexander (1964)

Business Manager of Athletics and Head Basketball Coach

A.B., University of South Carolina


Lecturer in Philosophy

B.A., M.A., Memphis State University

Frank John Anderson (1966)

Librarian

A.B., Indiana University; M.S. in L.S., Syracuse University

Constance Dean Armitage (1962)

Assistant Professor of Art

A.B., University of California; M.A., University of Georgia

Hugh Thomas Arthur (1963)

Assistant Professor of Economics

B.S., Davis and Elkins College; M.L., University of Pittsburgh; M.A., University of South Carolina

Charles David Barrett (1966)

Assistant Professor of Religion

A.B., Wofford College; B.D. Emory University; Ph.D., Drew University

Ross Hawthorne Bayard (1961)

Associate Professor of History

B.A., Washington and Lee University; M.A., Ph.D. University of South Carolina

Curtis Porter Bell (1963)

Associate Professor of Mathematics

B.S., Wofford College; M.A., Ph.D. University of Georgia

Victor Bilanchone, Jr. (1972)

Assistant Professor of Music and Director of Glee Club

B.A., M.M., University of Miami

Ilmars Birznieks (1975)

Lecturer in Foreign Languages

B.A., Asbury College; Ph.D., Tulane University

Alexander Boltmew (1973)

Instructor in Russian

B.A., William Jewell College

Donald deForest Boyer (1973)

Assistant Professor of Mathematics

A.B., A.M., George Washington University

Michael Edward Bugar (1971)

Tennis Coach and Assistant Football Coach

B.S., Florida State University

John Moore Bullard (1961)

Albert C. Opler Professor of Religion

A.B., A.M., University of North Carolina; M.Div., Yale Divinity School; Ph.D., Yale University

William Pinckney Cavin (1946)

John M. Reen Professor of Chemistry

A.B., Wofford College; A.M. Duke University; Ph.D., University of North Carolina

Lawrence Harris Chewning, Jr. (1957)

Professor of English

B.A., Furman University; M.A., Ph.D. University of Virginia

Jerrode Russell Cogdell (1972)

Assistant Dean of the College and Coordinator of Interns

B.S., Muskingum College; M.Div., Yale University

Philip Stanhope Covington (1947)

Professor of English

A.B., Emory University; A.M. Duke University; Lit.D., Wofford College

Wayne Alford Culp (1974)

Assistant Professor of Government

A.B., Asbury College; B.D., Asbury Seminary; M.A., Scarritt College; Ph.D., The American University

Joaquin Fernandez Develasco (1963)

Associate Professor of Foreign Languages

B.A., Havana Institute; M.A., Middlebury College; Ph.D., University of Havana

Harry Donald Dobbs (1955)

Professor of Biology

A.B., M.S., Ph.D. Emory University

Dennis Michael Dooley (1969)

Associate Professor of English

A.B., Loyola College; M.A., Kent State University; Ph.D. Vanderbilt University

Linton Reese Dunson, Jr. (1966)

Assistant Professor of Government and Fred A. Geenell, Sr.,

Professor of Government

A.B. University of Georgia; Ph.D., University of Virginia

Vivian Boyd Fisher (1973)

Assistant Professor of English

B.A., Duke University; M.A., Ph.D. Emory University

Jacques Constant Bennebroek Forbes (1964)

Assistant Professor of Foreign Languages

A.B., Gettysburg College; M.A. University of Maryland

John Gilbert Fulmer, Jr. (1969)

Associate Professor of Economics

A.B., Wofford College; Ph.D., University of Alabama

Susan Evelyn Gilbert (1967)

Instructor in Foreign Languages

B.A., Wheaton College

Harold William Green (1965)

Associate Professor of Accounting

B.S., Shippensburg State College; Litt.M., University of Pittsburgh
James Richard Gross (1966)
Associate Professor of English
B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University

George Kuglar Hanks, III (1972)
Band Director
B.Mus., Greensboro College

Lecturer in Economics
B.S., University of South Carolina

John Wilbur Harrington (1963)
Professor of Geology
B.S., Virginia Polytechnic Institute; M.S., Ph.D., University of North Carolina

Matthew Archie Henderson, III (1974)
Lecturer in Economics
B.A., University of Florida; J.D., Vanderbilt Law School

Melvin Elton Hendricks (1972)
Assistant Professor of Physics and Philosophy and Director of Residence Hall Education Program
B.A., Wofford College; M.Div., Duke University; M.S., Ph.D., University of South Carolina

Edmund Henry (1970)
Assistant Professor of English
A.B., Syracuse University

William Brooks Hubbard (1964)
Assistant Professor of Biology
B.S., Wofford College; M.Ed., University of North Carolina

Herbert Hucks, Jr. (1947)
Archivist
A.B., Wofford College; M.A., Emory University; B.A. in L.S., Emory University

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A.B., B.D., Ph.D., Duke University

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William R. Kenan, Jr. Professor of History
A.B., M.A., Wofford College; Ph.D., University of North Carolina

James Albert Keller (1972)
Associate Professor of Philosophy
B.S., Massachusetts Institute of Technology; M.Div., Pittsburgh Theological Seminary; M.Phil., Ph.D., Yale University

Joseph Howard Killian, Jr. (1967)
Assistant Professor of History
B.A., Wake Forest College; Ph.D., University of North Carolina

James Howard King, Jr. (1974)
Assistant Football Coach and Head Baseball Coach
B.A., Clemson University

[Further entries follow, detailing academic backgrounds and affiliations of various individuals.]
Clarence Clifford Norton
John M. Reeves, Professor of Sociology. Emeritus
B.S., Millsaps College; A.M., Emory University; Ph.D., University of North Carolina; LL.D., Wofford College

Howard McEwen Pegram
Professor of Mathematics. Emeritus
A.B., Wofford College; A.M., Duke University

John Leonard Salmon
John M. Reeves Professor of Foreign Languages. Emeritus
A.B., Centre College; A.M., Harvard University

Edward Hamton Shuler
Professor of Applied Mathematics. Emeritus
B.S., Clemson University

REFERENCE
This section is included to keep the user of this catalogue informed of changes in administrative and faculty personnel. These changes are effective as indicated.

Director of Admissions
M. Elton Hendricks, B.A., M.Div., M.S., Ph.D. (effective June 1, 1975)

Director of Alumni Affairs
S. Frank Logan, A.B., A.M. (effective August 1, 1975)

Admissions Counselor
John Odell Moore, B.A. (effective June 1, 1975)

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Student Affairs — H. Levy Rogers, Chairman; Anne Springs Close, Iverson Graham, E. E. Jenkins, W. F. Netlles, Jr., Francis Nicholson, William J. Vories.

NUMBER OF STUDENTS BY STATES, 1974-75
Alabama........................................... 4 New Jersey........................................... 2
Connecticut................................. 2 New York........................................... 4
Florida......................................... 37 North Carolina............. ........................... 140
Georgia......................................... 51 Ohio................................................... 1
Hawaii............................................ 1 Pennsylvania................................. 6
Illinois......................................... 1 South Carolina...... .............................. 785
Kentucky....................................... 1 Tennessee........................................... 16
Maine............................................. 1 Wisconsin........................................... 1
Maryland........................................ 6 Total................................................ 1078
Mississippi.................................... 1

FOREIGN COUNTRIES
Gambia.......................................... 1
Iran............................................... 1
Mexico......................................... 1

Total Enrollment................................ 1081

STUDENTS ENTERING SEPTEMBER, 1974
New Students (Day 47, Resident 29)................. 251 Former Students (Day 13, Resident 8).............. 21
Total........................................... 348

NUMBER OF SOUTH CAROLINA STUDENTS
By Counties
Abbeville...................................... 2 Hampton........................................... 3
Aiken............................................. 15 Horry............................................. 21
Anderson...................................... 30 Jasper............................................. 1
Bamberg....................................... 5 Kershaw.......................................... 5
Barnwell....................................... 1 Lancaster......................................... 3
Beaufort....................................... 5 Laurens........................................... 9
Berkeley....................................... 2 Lee.................................................. 3
Calhoun....................................... 1 Lexington......................................... 14
Charleston..................................... 19 Marion............................................ 11
Cherokee....................................... 10 Marlboro......................................... 3
Chester......................................... 4 Newberry......................................... 1
Chesterfield.................................. 8 Orangeburg....................................... 14
Clarendon..................................... 3 Pickens............................................ 5
Colleton....................................... 5 Richland.......................................... 59
Darlington..................................... 19 Saluda........................................... 2
Dillon............................................ 6 Spartanburg................................. 313
Dorchester.................................... 4 Sumter............................................. 23
Edgefield....................................... 4 Union............................................. 15
Fairfield....................................... 4 Williamsburg................................. 5
Florence........................................ 17 York............................................... 36
Georgetown.................................... 8 Total............................................. 785
Greenville..................................... 59
Greenwood..................................... 8
DEGREES CONFERRED 1974

Bachelor of Arts Degree

Joseph Herbert Allton
William Simpson Artail
John Lee Ballinger
Evans Taylor Barnett
Alan Naseeb Baroody
Sara Jeanne Gambrell Baxley
Barndt Clifford Benson
James Lawrence Berry
Larry Larkin Bingham
Gregory Fulton Bitting
Joseph Alon Bivens
Arthur King Black, Jr.
Phlip Ray Blackwell
Whitford Whorf Blakenev, Jr.
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Samuel Martin Bowden, Jr.
Thomas Leinbach Bower, III
DeTrevelle Franklin Bowen, Jr.
Frankis Wright Bradley
John Roger Bragdon
Robert Benton Brock
Frederick Earl Brogdon, Jr.
James Edward Brogdon, Jr.
Charles Nichols Brookshire
Robert Walter Brown
William Louis Brown
Roderick Mark Buie, III
David Charles Bullington
Amsel Claiborne Bunch
Michael Julian Burns
Jeffrey Kent Butts
Edwin Woodrow Callison, Jr.
Jerry Leon Calvert
Colin Campbell, Jr.
Paul Vincent Cannarella
Andrew Hugh Cannon
David Devore Cantrell, Jr.
Thomas Aiken Carlisle
Richard Clarence Carter
William Karl Caughman
William Rutledge Childs
Donald Kent Clara
Stanley Wayne Cole
Daniel Clifton Corbitt
Frank Harold Cormany, Jr.
Jimmie Morgan Crawford
David Harold Creasy
Carole Bagwell Cudd
Caleb Bruce Davis, Jr.
Lawrence Wilson Davis
Frederick Otice Dickinson, III
James Edward Driskell
Thomas Whitfield Dunaway, III
Russel Reed Dunbar

John Richard Edens
George Richard Edwards
Joel Flynn Elliott
Clyde Mitchell Ellisor
Kenneth Terry Elm
John Claude Engler
Philip Eugene Fanz
Robert Earl Faulkner
James Cleveland Ferguson
John Wilson Fisher, II
John Kirkland Fort
Samuel Cleveland Foster
Donnie Paul Gates
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Elvin Odell Gilliland, Jr.
Thomas Bradford Grantham
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Philip Ryan Griffin
Thomas William Grigsby
Henry Walker Guerard
Robert Lee Hamrick
Lawrence Glenn Hardin
Michael Eugene Hardwick
Edward Garner Hart
John Rutledge Hastings
James Jon Heinz
Mark Ramsey Henderson
Billy Wayne Hicks
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Jerry Wood Hiltch
Jerry Wilson His
George Franklin Holmes
James Russell Howie
Wade Henry Howle
Kenneth Darrell Hrank
Ronald Conrad Huggins
David Vernon Hyman
John Gregory James
Albert Lewis Jeter
Richard Maus Johnson, Jr.
Gregory Pope Jones
Ronald David Jones
Jerry Wayne Justice
Cecil Barmwell Kearse, Jr.
Phillip William Kearse
Harold Franklin Keels, Jr.
Robert Perry King, Jr.
Timothy Abraham Kirk
Thomas Alex Kruchkow
James Prideau Kump
John Lee Lancaster, III
Wendy Trenert Leav
Gregory Kirkland Leevy
Leslie Ann Leonard
Baron Holmes Lucas

Wayne Crowell McDaniel
Thomas Rogers McLeod
Claude Ernest Mack, Jr.
Michael Lee Mauldin
Lawrence Edward Miller, III
Richard Alan Miller
Robert Uldo Miller
Benton McQueen Montgomery
James Wilton Moody, Jr.
Larry Edward Moore
Charles Edward Moss
Ronnie Anthony Mullinax
Michael Stewart Mungo
David Lee Neugent, Jr.
Glenn Teasley Patterson
Robert Scurry Pearson
Robert Leon Piel
James Roger Poole
Ray Hampton Price
Robert Obadiah Purdy, IV
Waymon Marshall Rampey, Sr.
Charles Taylor Rawls, III
Mark Austell Reed
John Robert Reeder
James Copeland Rhea
Frances Elizabeth Rhodes
Robert Taylor Riley
Charles Dewey Robison
Steven Warren Robson
Frank Miles Ross
Eldridge Bates Rowell
Byron O'Neal Sanford
Stephen Roper Scott
Susan Lori Shabby
Michael Pavlov Shailos
Robert Edward Shealy
John Burt Shennan, Jr.
James David Simmons
Thomas Morrison Simmons

Bachelor of Science Degree

John Stephen Antalis
Pamala Jim Prather Arnold
Edward Barton Blackmon, Jr.
James Blake Boyd
Charlie Rowland Boyle, III
Ralph Noble Brendle
William Arthur Bry
Wilbur Darwin Burton, Ill
Calvin Garris Chitty
Lucius Moore Cline, III
Robert Anderson Cochran, Jr.
Charles Edward Coffey
William Erwin Curtis
James Gordon Daley
John Nicholas Dimling, Ill
Michael Bruce Easter
Arthur Allan Edky

Randolph Paul Egan
Wallace DuPre Gregory
Andrew Joseph Harley, II
Peggy Hambrick Hendrix
Thomas Delaney Holley
William Clarence Huckabee, Jr.
Michael Hammond Johnson
Ralph Warren Johnson
Thomas Onley Klauber
Allan Carl Levy
Michael Robert Lopiano, Jr.
David Walter McDaniel
Andrew Tillman McGowan
Cecil Edwin Mann
George Philip Maughan
Kenneth Ray Monroe
James Arthur Moody

Fletcher Nathaniel Smith, Jr.
LeRoy Fairchild Smith
Mark Bricken Smith
Roy Crews Smith
Roy Grant Smith
Donald Kay Stephens
Scott Fraser Strickler
Terry Clifton Stroud
Richard Clyde Sweet
Robert William Sycox
Robert Walker Thackeray
Gary Michael Thomas
John Dickerson Todd, III
Robert Herndon Todd
Michael Wayne Trigg
Perrin Collier Trotter
Robert Smith Trowell, Jr.
Keith Alan Turner
James Cornelius Van Story, III
Thomas Emmet Walsh, III
James Keller Weingarten
Thomas Lee Wells
Stephen Moss Whitcher
Alfred Marcus White, III
Elizabeth Drexel Strange White
John Carlson White, Jr.
Jordan Delaine White
William Lewis White
James Horace Whithworth
Frank Walton White
Woodrow Wilson Willard, Jr.
Glen Alan Wilson
Robert Glenn Winburn
Jerry Kenney Wood
Robert Myers Wood, Jr.
Michael Leroy Woodward
Michael Burch Woods
Baxter Maddox Wynn
John Edwin Murphy
David Steven Murphy
Michael David O'Cain
Fred Douglas Pearson
Ted Douglas Poteat, Jr.
Samuel Marvin Riddle, III
Michael Anthony Ridley
Stanley Dale Scarborough
James Oswald Schenk
Geoffrey Ivan Scott
Mary Kathleen Seegars
James Robert Shaw
Karen Sunday Sizemore
Cathy Virginia Ford Sparks
Franklin Terhune Suddeth
George Steven Suits
Crayton Gregory Tooney
Charles Starling Vassy
Charles Reginald Walker
Mary Elizabeth Wharton
John Anthony White, Jr.
Scott Christian Wietecha
Bonnie Jean Osborne Wilkes

HONORARY DEGREES
Robert Carl Griffith ......................................................... Doctor of Divinity
Orville Stanley Smith ......................................................... Doctor of Laws

HONORS IN GRADUATING CLASS

Summa Cum Laude
Edward Barton Blackmon, Jr.
Samuel Martin Bowden, Jr.
William Lewis Brown
William Rutledge Childs

Robert Anderson Cochran, Jr.
Charles Edward Coffey
Edward Theodore Hinson, Jr.
Phillip William Kearse

Magna Cum Laude
Samuel Marvin Riddle, III
Mary Kathleen Seegars
Susan Lori Seegars
Scott Christian Wietecha

Cum Laude
David Walter McDaniel
Kenneth Ray Monroe
James Arthur Moody
Robert Leon Peel
Frances Elizabeth Rhodes
Eldridge Bates Rowell
George Steven Suits
Elizabeth Drexel Strange White

ALGERNON SYDNEY SULLIVAN AWARDS

Mildred Nash Thompson
Phillip William Kearse

CLASS OF 1974
A.B. Graduates ................................................................. 189
B.S. Graduates ................................................................. 57
TOTAL GRADUATES .......................................................... 246
Index

Academic exclusion/73
Academic honors/68
Academic probation/73
Accounting/91
Accreditation/10
Adding or dropping courses/69
Administration/137
Admission of non-high school graduates/32
Aims of the college/8
Alumni association/134
Application procedure/30
Army reserve officer training program/12
Associate degree admissions program/35
Auditing/70
Awards/27
Bachelor of Arts requirements/76
Bachelor of Science requirements/76
Board of trustees/128
Buildings/9
Business administration/124
Calendar/3
Career counseling/18
Class attendance/72
Class standing/69
Cooperative programs/13
Council of Wofford Associates/130
Counseling program/18
Course load/66
Credit for non-traditional education/36
Curriculum/10
Dean's list/68
Degrees/10
Degrees conferred/148
Departmental offerings/85
  Biology/85
  Chemistry/87
  Economics and Accounting/90
  Education/93
  English Language and Literature/94
  Fine Arts/97
  Foreign Languages/99
  Geology/103
  Government/103
  History/105
  Mathematics/109
  Military Science/110
  Philosophy/111
  Physical Education/112
  Physics/114
  Psychology/115
  Religion/119
  Sociology/122
Dropping courses/69
Education program/65
Engineering/125
Enrollment/66
Examination/67
Faculty/139
Fees/40
Financial aid graduate study/20
Financial assistance/41
Foreign study program/13
Freshman orientation program/12
General requirements/76
Grading system/67
Guidance program/18
History of the college/8
Honors/70
In-course honors/71
Interdepartmental offerings/124
  Humanities/124
  Intercultural majors/125
  Interdepartmental majors/125
  Science/126
Interim program/17
Library/9
Location/9
Major work/79
Matriculation/66
Non-traditional applicants/38
Number of students by states/147
Off campus courses/69
Omission of required courses/79
Orientation/12
Outline for specific requirements/77
Personnel policy/10
Phi Beta Kappa/10
Placement services/20
Policy on co-education/30
Pre-professional programs/80
Prizes, Medals/27
Professors emeriti/145
Publication boards/27
Readmission/35
Registration/66
Regulations regarding payments/40
Religious opportunities/22
Reports on academic progress/67
Requirements for graduation/68
Residency requirements/68
Resident students/21
Scholarships/44
Standards for admission/32
Student activities/22
Student employment/20
Student health/19
Student policy/10
Student regulations/21
Summer session/15
Teacher Education program/81
Transfer students/34
Withdrawal/70