1979

Wofford College Catalogue, 1979-81

Wofford College. Office of the Registrar

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Wofford College Catalogue

1979-1981
125th Anniversary Edition
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AUGUST 1979
DIRECTORY FOR CORRESPONDENCE

The College in General........................................ The President
Curriculum and Faculty........................................ The Dean of the College and
Vice President for Academic Affairs
Admission to the College...................................... The Director of Admissions
Student Life..................................................... The Vice President for Student Affairs
(The Dean of Student Affairs)
Institutional Finance and
Planning....................................................... The Vice President for Business
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 Vice President for Development
Scholarships and Other Financial
Aid................................................................. The Director of Financial Aid
Campus Ministry............................................. The Chaplain
Career Planning and/or
Cooperative Education.................................... The Director of Career
Planning and Cooperative Education
Placement..................................................... The Director of Placement

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

The telephone number is (803) 585-4821.

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

DISCLAIMERS AND COMPLIANCE INFORMATION

While Wofford College reserves the right to make changes in its
calendar, regulations, fees and expenses, and courses, the information in
this catalogue accurately reflects policy and states progress requirements
for graduation effective September 1, 1979.

The College makes every attempt to enforce the provisions of the
Family Educational Rights and Privacy Act of 1974. This law, as it ap­
plies to institutions of higher learning, ensures that students have access
to certain records that pertain to them. It prohibits others, except
faculty members or administrators who have “a need to know” and
parents who claim their student-child as a dependent for tax purposes,
from access to the student’s records, unless that student signs a waiver.
A policy statement is available upon request from the Registrar.

Certain regulations in this catalogue do not apply to students receiving
benefits from the Veterans Administration. An addendum which
specifies those differences for the recipient of V.A. benefits is available
from the Registrar.

Wofford College’s policy of non-discrimination on the basis of race,
creed, color, national origin or sex is in conformity with applicable
federal laws and regulations.
**ACADEMIC CALENDAR FOR 1979-80**

### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>30-31 Thursday-Friday—Pre-Session Faculty Workshop</td>
</tr>
<tr>
<td>September</td>
<td>1-3 Saturday-Monday—Orientation for new students</td>
</tr>
<tr>
<td></td>
<td>3 Monday—Registration for new students</td>
</tr>
<tr>
<td></td>
<td>4 Tuesday—Registration for returning students</td>
</tr>
<tr>
<td></td>
<td>5 Wednesday—Classes begin at 8:30 a.m.</td>
</tr>
<tr>
<td>October</td>
<td>19 Friday—Mid-semester grading period ends</td>
</tr>
<tr>
<td></td>
<td>26 Friday—Fall academic holiday</td>
</tr>
<tr>
<td></td>
<td>29 Monday—Classes resume at 8:30 a.m.</td>
</tr>
<tr>
<td>November</td>
<td>21 Wednesday—Thanksgiving holidays begin at 5:30 p.m. (Friday class and lab schedule)</td>
</tr>
<tr>
<td></td>
<td>26 Monday—Thanksgiving holidays end; classes begin at 8:30 a.m.</td>
</tr>
<tr>
<td>December</td>
<td>7 Friday—Last day of first semester classes</td>
</tr>
<tr>
<td></td>
<td>10-14 Monday-Friday—First semester final examinations</td>
</tr>
<tr>
<td></td>
<td>14 Friday—Holidays begin after final examinations</td>
</tr>
</tbody>
</table>

### INTERIM

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>6 Sunday—Residence halls open</td>
</tr>
<tr>
<td></td>
<td>7 Monday—Interim begins</td>
</tr>
<tr>
<td>February</td>
<td>1 Friday—Last day of Interim</td>
</tr>
</tbody>
</table>

### SECOND SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>3 Sunday—Residence halls open</td>
</tr>
<tr>
<td></td>
<td>4 Monday—Registration for second semester classes</td>
</tr>
<tr>
<td></td>
<td>5 Tuesday—Classes begin at 8:30 a.m.</td>
</tr>
<tr>
<td></td>
<td>13 Wednesday—Last day for adding courses and registering</td>
</tr>
<tr>
<td></td>
<td>27 Wednesday—Last day for dropping courses</td>
</tr>
<tr>
<td>October</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>31</td>
</tr>
<tr>
<td>November</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>
1979-81

December

Monday—Thanksgiving holidays end; classes begin at 8:30 a.m.

12

Friday—Last day of first semester classes begin at 8:30 a.m.

15-19

Monday-Friday—First semester final examinations

The College
PURPOSE 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 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 or her 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, of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live.

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

Adopted by the Faculty, September 10, 1945, and the Board of Trustees, October 3, 1945.

GOALS OF THE COLLEGE

It is a goal of the College that its graduates be issue sensitive, value oriented, service motivated, and possess solid skills which will permit them to live successfully and creatively in a world characterized by uncertainty and change. In a time when novel problems are faced and novel decisions must be made, liberal education is increasingly becoming more practical and valuable. A person has to know more than how to manipulate the instruments of technology and the techniques of commerce—he or she must know how to cope with the exigencies of our culture.

It is also a goal of Wofford College that its graduates build satisfying careers for themselves in such important areas as the Christian ministry, medicine, law, education, business and commerce, public and private service, research, military service, and communications. Persons who have developed the liberal abilities of communicating, analyzing, synthesizing, experimenting, reading, and writing; who have acquired an integrated body of knowledge; and whose minds are trained to imagine and express will possess the basic ingredients for developing such careers.

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 granted by the Legislature of South Carolina in December 1851. Suitable buildings having been erected, a president and professors were elected in November 1853, and the College was opened August 1, 1854 with three faculty members and seven students. Since that time, the College has been in continuous operation, though for a period during the Civil War it was at the level of a classical school. At the close of the war, college classes resumed.

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's physical plant 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. A new Campus Life Center will be completed by September 1980.

The College campus consists of about ninety acres.
THE COLLEGE LIBRARY

The Sandor Tesler 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. The library was dedicated in 1971 and named for Sandor Tesler, a well-known textile leader.

There are more than 150,000 volumes in the general collections including bound journals and microfilmed materials. The library regularly receives numerous 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 6,000 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.

The library houses the Wofford Library Press, which is used to instruct students in the book arts during the Interim.

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. The teacher education program is accredited by the South Carolina Department of Education under NASDTEC Standards.

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, intercultural, 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, education, 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 or her choosing. Interim projects are designed to move beyond traditional classroom courses and teaching methods, to consider important topics in relevant ways and places, to observe issues in action, to develop capacities for independent learning, and to encourage the responsible self-direction of educational development.
In the semesters, students and faculty take part in an educational program that seeks to embody and build upon the best accepted and proved traditions for offering and obtaining a liberal education. While that itself of course involves considerable use of new materials and new approaches at Wofford, the Interim program has innovation and experiment as its keynotes. The Interim permits and encourages teachers and students to explore the new and untried, and in so doing to run risks that cannot be justified in the semesters.

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

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The "grade" designations of Pass with Honors, Pass, and Fail 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 in which the student has been unsuccessful may be made up through special summer projects, during the course of which no other academic work may be undertaken.

Under certain limited circumstances, there is also opportunity for students to undertake independent Interim projects in the summer for original (i.e. not "make-up") credit.

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.*

**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 Center for Career Counseling and Cooperative Education 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.

*Specifically, each student must participate successfully in one Interim project for each year of full-time academic work at Wofford in order to acquire the required credit for graduation. However, in exceptional circumstances, when it is deemed in the best interest of the student, the director of the Freshman Orientation Program may approve a deviation from this policy in the student's academic plan.

**ARMY RESERVE OFFICER TRAINING CORPS**

Participation in ROTC is voluntary. It should be of interest, however, that on a proportional basis the Wofford ROTC program has consistently been a leader in percentage of enrollment among colleges and universities which offer ROTC on a voluntary basis. For example, in school year 1978-79, over a quarter of the student body was enrolled in the program. Uniforms, textbooks, and equipment required for the ROTC program are provided at no expense to the student. The Army pays tuition and other expenses for ROTC scholarship students. The ROTC program is normally four years of instruction; however, a two-year program is offered. The four-year program of instruction is divided into the Basic Course and the Advanced Course.

**THE BASIC COURSE**

The Basic Course is normally taken during the freshman and sophomore years. Participation is voluntary and no obligation is incurred. The instruction includes six courses: Organizational Leadership; The Threat and The Modern Battlefield; Military History: Introduction to Small Unit Tactics; Basic Map Reading; and Introduction to Small Arms. A student may select any of the six courses in any sequence desired. A maximum of six credit hours can be awarded. These credit hours are fully accredited and transferable. In addition, a student may earn 90 contact hours through the ROTC sponsored extracurricular activities (See ROTC Activities below) and thus fulfill the Basic Course requirement. Veterans who have served a minimum of two years on active duty and possess an honorable discharge are exempt from the Basic Course requirement. Veterans may also proceed directly into the Advanced Course regardless of academic year classification.

**THE ADVANCED COURSE**

The Advanced Course is normally taken during the junior and senior years, offering a maximum of 12 semester hours. Only those students who have demonstrated leadership potential and who have met necessary physical and academic standards are selected for participation. The Advanced Course provides instruction in: Techniques of Effective Leadership; Tactics; Military Law; Logistics; Administration; Responsibility of An Officer; and The Exercise of Command. The instruction is designed to further the development of leadership qualities. Advanced Course stu-
dents receive a tax-free subsistence allowance of $100 per month for ten months per year. Students are required to attend a six-week Summer Camp after completion of their junior year and are paid approximately $540 for this training period. The total allowances and pay amount to approximately $2,540 while enrolled in the Advanced Course. The Advanced Course cadet may also exercise numerous options. The student may elect to enter active duty for three years or participate in the Reserve Force Duty Program (RFD). Under the RFD program, the student will be commissioned in either the National Guard or U.S. Army Reserves for a total of eight years. By so doing, he or she attends monthly paid drill periods. This enables persons to pursue civilian careers and serve their nation at the same time. The RFD program is guaranteed if the student desires. The student’s preference concerning occupational specialties is taken into consideration prior to assignment.

**ROTC ACTIVITIES**

In addition to normal classroom instruction, the military science department sponsors numerous extracurricular activities. These activities are designed to complement and reinforce classroom skills and techniques. Participation is voluntary and no academic credit is awarded. However, contact hours may be accumulated and utilized for progression into the Advanced Course. The activities presently offered are Drill Team; Rifle Team; Orienteering; ROTC Band; and Special Forces/Rangers. A chapter of the National Military Honor Society of Sabbard and Blade is available for student participation. Adventure activities such as rappelling, whitewater canoeing, and mountaineering are also available.

**COOPERATION WITH OTHER INSTITUTIONS**

The academic programs offered at Wofford are supplemented by a cooperative cross-registration arrangement between Wofford and neighboring Converse College. Students at either institution may register on a space-available basis for certain courses offered at the other college, and thus 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 at Converse in major programs 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 joint programs with Columbia University and Georgia Institute of Technology in two-degree five-year curricula in liberal arts and engineering.

Further information about these programs is available elsewhere in the catalogue 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 several foreign universities programs 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. Summer sessions at various locations around the world sponsored jointly by Wofford and several other colleges who are members of the Association of Colleges and Universities for International Intercultural Studies (ACUIIS). In these programs, Wofford students are afforded the unusual opportunity of spending a summer of study and travel abroad 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 1980 and 1981 indicated in the academic calendar appearing in this catalogue. For further information consult the Registrar.

PURPOSES

Some purposes of the Summer Session are:

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

CREDITS

Courses are given five periods a week, Monday through Friday, during each term and most 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 may be offered with credit given by Clemson University. Interested persons should consult the Wofford Summer Session catalogue 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, the center for career counseling and cooperative education, and the placement center 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 responsible for the orientation of new and transfer students. The program is planned by an orientation committee consisting of faculty, students, and administrators.

Every new and transfer student will be informed of the date and time to arrive on campus, and will be instructed as to 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 entering Wofford, each new student is required to be on the campus, on one of several alternative dates, for pre-orientation activities and pre-entrance testing.

GUIDANCE AND COUNSELING PROGRAM

CENTER FOR CAREER COUNSELING
AND COOPERATIVE EDUCATION

The Center offers these career guidance services.

1. Provides career guidance and counseling for Wofford students and potential Wofford students.
2. Provides Wofford's constituencies with information on the career relevance and importance of liberal arts studies.
3. Provides vocational preference testing.
4. Provides career information to Wofford faculty advisors.

COLLEGE COUNSELOR AND CAMPUS MINISTER

The College Counselor and Campus Minister conducts a wide range of counseling and ministering activities. His ministry is available to all persons in the College community (students, faculty, administration, staff, non-academic employees, and parents). He also administers programs which involve students in Christian service and witness.

PLACEMENT CENTER

The Placement Center performs basic placement functions for students, new graduates, and alumni.

TESTING

Wofford College provides testing services to assist all students in making a maximum adjustment to college life. Vocational, aptitude, abilities, and personality testing assist students in assessing capacities and direction in life in order that their full potential is utilized in both their academic life and their career planning.

FACULTY ADVISING FOR FRESHMEN AND SOPHOMORES

Before arriving at the College, each freshman is assigned to a faculty advisor for the first year at Wofford. For sophomores, advisor selections and assignments are made late in the spring of the freshman year. Before each registration, both freshmen and sophomores plan their academic programs with the assistance of their advisors, who are also available throughout the year to help with curricular or non-curricular guidance.

Freshmen and sophomores should recognize that their advisors wish to assist them with friendly, helpful counsel, and should feel free to take the initiative in consulting advisors about academic and/or personal problems.

DEPARTMENTAL ADVISING

Each student is assigned to a departmental advisor as soon as his or her 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 or her 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 paid by resident students entitles them 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 fee does not provide, and the College does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals. A voluntary health and accident insurance policy is available on request. Each student will receive details on this program prior to registration each fall.

**STUDENT EMPLOYMENT**

Some part-time jobs on the campus are available to students who need financial assistance. Also, there are many opportunities for part-time employment in the city of Spartanburg. Students who are interested in securing such part-time employment should consult with the Director of 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 students come to college prepared to maintain themselves for at least the first half-year without the necessity of undertaking outside work.

**PLACEMENT SERVICES**

Wofford College assists seniors and alumni in securing jobs in fields appropriate to their interests and abilities.

In early fall, seniors are given an opportunity to register with the Placement Center. 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. Chairman of all academic departments are glad to assist Wofford seniors in applying for and securing such grants.

**STUDENT REGULATIONS**

Through the cooperative efforts of student leaders, faculty, administration, and the Board of Trustees, Wofford College has developed an exemplary Code of Student Rights and Responsibilities. 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 two working days after the vehicle is brought on campus. At the time of registering a vehicle, the operator will be given a copy of parking and traffic regulations, with which all are expected to be familiar and in compliance.

**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 cannot receive a proper diet in the dining hall.

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

Students taking fewer than nine semester hours must have special permission from the office of the Dean of Students 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 room reservation deposit (as announced by the housing office). This deposit is refundable if the Director of Housing is notified in writing prior to June 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 double occupancy. A few single rooms are available. Fraternity lodges do not offer living quarters except for two house managers in each lodge.

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

All residence halls are equipped with basic furnishings: single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own drapes, pictures, bedspreads, rugs, and lamps if they wish to have them. In addition, residents are responsible for furnishing their bed linens, blankets, and towels; these may be rented from a private firm which offers its service on the campus.

Students are expected to maintain financial responsibility for the loss of personal belongings through fire or theft.

RELIGIOUS OPPORTUNITIES

Wofford College is a fully co-educational Christian institution related to the United Methodist Church. It strives to create an atmosphere congenial to the development of Christian character both by general influence and by direct instruction. It insists that members of the faculty be persons of religious character and that they cooperate sympathetically in maintaining and developing the religious life of the campus. In the matter of academic instruction, the departments of religion and philosophy offer appropriate courses in Bible, ethics, and Christian history and thought. In their own religious development, students receive encouragement and guidance from the faculty, religious programs and frequent public lectures, an annual period of Religious Emphasis, and the activities of student religious organizations.

STUDENT ACTIVITIES

The Code of Student Rights and Responsibilities states that "students may organize themselves into any groups they wish for whatsoever purpose they wish." Formal recognition for such groups may be granted upon application to the Student Affairs Committee.

ORGANIZATIONS

Listed below are duly-recognized organizations and their stated purposes:

Accounting Society: To provide a forum for open discussion and advancement of accounting in business, to supplement classroom offerings and enable students to gain a better understanding of accounting and its role in the business world.

Alpha Phi Omega: A national service fraternity.

American Chemical Society, Student Affiliates: To promote and extend the understanding and study of chemistry through fellowship with those who are concerned with this field.

Association of Afro-American Students: To provide a favorable political, social, and cultural environment for students; to help black students to learn to live as citizens in a changing society; to develop black student leaders; to open the campus to the black community.

Association of Wofford Women: To promote the interests of women students at Wofford College.

Baptist Student Union: To provide religious activities for students through Bible study, discussions, retreats, and conferences.

Black W Club: To recognize participation in varsity athletics.

Blue Key National Honor Fraternity: An honorary fraternity for juniors and seniors who are recognized for academic and extracurricular leadership.

Bowling Club: To provide for participation in bowling competition with area college and club teams.

Campus Christian Association: To develop the Christian community on campus and provide a means for spiritual growth for the individual members.

Circle K International: To provide students with a means by which those individuals interested in helping others and being of service in society can express that concern.

Computer Club: To further the creative use of the computer as an essential part of a liberal arts education.

Delta Phi Alpha: An honorary fraternity whose purpose is to honor excellence in the study of German and promote understanding of German literature and culture.

Economics Society: To provide a forum for free and open discussion of economic concerns of importance, to supplement the classroom offerings in economics, and to provide an outlet for student ideas.
Fellowship of Christian Athletes: To confront athletes and through other youth with the challenge and adventure of accepting Jesus Christ as Lord and Savior.

Gospel Choir: To develop an awareness, appreciation, and student fellowship for gospel music.

Hyperopics: To promote truth across disciplinary lines.

Morgan Rifles: The Wofford Drill Team, whose purpose is to instill maturity of mind by developing leadership traits and self-reliance coupled with physical coordination.

Norman C. Armitage Société d’Éscrime: To devote itself to the preservation of the fencing arts and the development of individual fencing skill.

Phi Beta Kappa: To elect and honor persons eligible on the basis of scholarly achievement, high character, and special extracurricular intellectual attainments.

Pi Delta Phi: To recognize outstanding scholarship in French language and culture.

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-law Society: To foster interest and disseminate information concerning all aspects of the legal profession by means of lectures, speakers, seminars, direct observation of various aspects of the legal system, and other appropriate means.

Pre-Medical Society: To acquaint pre-medical students with the field of medicine and further their interest in the profession.

Psi Chi: An honorary fraternity whose purpose is to further interest and educational inquiry into all aspects of scientific psychology.

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

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

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

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

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.

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

Whitewater Club: To develop appreciation for ecology and skills in canoeing and kayaking white-water.

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

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

SOCIAL FRATERNITIES

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

The eight social fraternities for men at Wofford are:

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

Sigma Delta Tau is a local chapter of the National Panhellenic Conference at Wofford College.

The two social fraternities for women at Wofford are:

- Delta Delta Delta
- Zeta Tau Alpha

Delta Sigma Theta has a local chapter in conjunction with Converse, Limestone, USC, and Wofford.

MUSICAL ORGANIZATIONS

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

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 their musical skills through rehearsals and public appearances.
ATHLETICS

Intramural Sports — A program providing for the 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 conforms to the rules and requirements of the association. Wofford fields intercollegiate teams in football, basketball, baseball, track, tennis, golf, soccer, and riflery.

PUBLICATIONS

The College Committee on Publications 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. In addition, the Committee 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.

The 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, edited by the students, keeps the record of news and happenings on the campus, together with editorial comments and interpretations of matters of special interest to students.

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

The Bohemian is an illustrated volume published annually near the close of the year by the student body. It is a record of student activities and achievements for the year — literary, scholarly, athletic, social, and religious — and it includes photographs of various college organizations, campus scenes and buildings, and individual students, faculty, and staff.

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

AWARDS, PRIZES, AND MEDALS

The following awards are given:

Departmental Awards — Given by the 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.

Helmus Poetry Prize — For outstanding achievement in the writing of poetry.

Journal Award — For outstanding achievement in the writing of short stories.

Music Award — For 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, participation in extracurricular and academic activities, campus citizenship, service to the school, and promise of usefulness in 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 the awarding institution, official or otherwise, of a nature to make this form of recognition by the institution obviously appropriate and insure the recipient's proper appreciation of the award. The awards are based solely on the recognition of nobleness and humanitarian qualities of character.

The Mary Mildred Sullivan Award — Awarded to a senior student and one other person who is not a student of the institution. The award was established in the name of Mary Mildred Sullivan by those who knew her intimately in life because her character may well be studied for its influence, she having been a woman of rare gifts, all guided by a heart overflowing with love into an active and full life of unending benevolence in the service of mankind.

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 outstanding academic record.

The William James McLeod Award — A silver bowl and an honorarium presented annually to a graduating senior whose leadership contributions at Wofford College best typify the ideals of dedicated and responsible service exemplified by the life of William James McLeod, a merchant and farmer of Lynchburg, S. C., who served his nation as an infantry officer, his state as a public official, the church as a Methodist layman, and Wofford College as a member of its first Board of Advisor from 1888 to 1890.

Charles J. Bradshaw Award — A silver bowl presented annually to the senior varsity athlete whose academic, leadership, and citizenship contributions at Wofford College best typify the ideals and contributions of Charles J. Bradshaw, student body president in the Class of 1959, whose example as parent, churchman, public-spirited citizen, and practitioner of the American business system has brought honor to his alma mater.
Wofford College is a co-educational institution open to admissible students 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.

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 the Application for Admission. It is to be returned with a non-refundable $15 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 and transfer evaluation forms from all colleges attended sent to Wofford College.

3. EXAMINATION RESULTS
   All freshman 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 — A 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 visitation programs twice a year for high school juniors and seniors. 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 plan 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 accepted after May 1 must submit their reservation deposits within two weeks after the date of their having been accepted. The written acceptance of our offer of admission must be accompanied by a $100 deposit for resident students and a $50 deposit for day students. These deposits, creditable against comprehensive fees for the first semester, are not refundable after May 1.

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 or her merit as a potential Wofford student. The preparatory courses listed below are recommended, but specific omissions should in no way discourage the interested student 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 (laboratory): 2 years
- Foreign Language: 2 years
- Social Studies: 2 years

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

The personalized admissions program at Wofford is 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 taken, 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 or she 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 I

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 or she 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 qualified high school students an excellent opportunity to become acquainted with college work and it will assist them in selecting for the senior year of high school certain courses of study which will improve their background for college level courses.

Eligibility for the Summer Advancement Program is based upon 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 or her 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.

PROGRAM II

Area high school students in their junior and senior years are encouraged to take one or two courses each semester 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 be:

1. in college preparatory work.
2. a junior in the upper fourth of his or her class through the tenth grade or a senior in the upper third of his or her class through the eleventh grade.
3. recommended by his or her high school principal.

The fee for participation at Wofford is $25 per semester hour of work taken. If at a later time students want credits transferred to another college or university, they need only to pay the difference between the $25 per semester hour and the regular cost of the educational experience at the time they took the course(s) at Wofford. For those students who enroll at Wofford there will be no additional charge.

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 to 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 the Committee on Admissions that admission should be granted.

Applicants for admission who have attended other colleges must submit to the Registrar of the college they last attended or are presently attending a request that a transcript be sent directly to the Director of Admissions at Wofford. These applicants must 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.

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

The maximum amount of credit acceptable on transfer from a junior college is sixty-two semester hours, exclusive of credit in basic military science. No more than 2 semester hours in physical education will be accepted. 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 Wofford degree. For further information consult the Registrar.

ASSOCIATE DEGREE ADMISSIONS PROGRAM

Wofford offers advanced admission to qualified graduates of selected junior colleges. Graduates of these junior colleges in specified associate
degree programs may graduate from Wofford by earning 62 semester hours with a C average or better. A major must be completed and Wofford's core requirements must be met.

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.

No more than thirty semester hours of credit may be earned through any one program or combination of programs.

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 or she has matriculated at Wofford College. The Subject Examinations are designed to measure achievement in particular courses. Minimum scores are recommended annually by the Council on College Level Examinations but are near 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 or her guidance counselor about taking such tests.

COLLEGE PLACEMENT TEST PROGRAM — CPT

Incoming 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. 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.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) AND CORRESPONDENCE COURSES

The College will accept as many as thirty hours of DANTES 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 DANTES 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 commission. 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 "Servicemen's Opportunity Colleges" by a liberal evaluation of previous academic and military experiences.

**EDUCATIONAL OPPORTUNITIES FOR NON-TRADITIONAL APPLICANTS**

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

For each academic year, the College establishes comprehensive, or all-inclusive, fees for resident and day students. Comprehensive fees do not cover the entire cost of the college program. More than $800 per student is provided each year from endowment earnings and from annual gifts from United Methodist churches, alumni, parents, businesses, and other friends of the College. For the 1979-80 academic year, comprehensive fees will be $4,875 for resident students and $3,140 for day students.

Method of payment is as follows:

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<th>Payable at the beginning of</th>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>Fall Semester</td>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Resident students</td>
<td>$2,680</td>
<td>$2,195</td>
<td></td>
</tr>
<tr>
<td>Day students</td>
<td>$1,730</td>
<td>$1,410</td>
<td></td>
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</tbody>
</table>

The first payment period includes the fall semester and the Interim term. Any student who matriculates for the fall semester is responsible for payment for the entire period even if he or she elects not to attend the Interim term.

The comprehensive fee includes tuition and student activities fees, and in the case of resident students includes room, board, and 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.

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

Students enrolled in courses totaling less than nine semester hours pay tuition on a credit-hour basis. The current charge per credit hour may be obtained from the Registrar or the Controller.

Persons other than full-time students are charged for auditing a course. The current charge may be obtained from the Registrar or the Controller.

Summer session fees are shown in the summer session catalogue.

REGULATIONS REGARDING PAYMENTS

1. Comprehensive fees are due and payable upon registration at the beginning of each semester and no student is admitted to classes until arrangements concerning their payment have been made with the Controller. Various deferred payment arrangements, with interest, are available. If permission is granted for deferred payments through the Controller, a charge of 1% on the unpaid balance will be made at the end of each month. Any scholarships, grants, and loans are credited to student's accounts at the beginning of each semester.

2. Refund of any portion of the comprehensive fee will be made only in case of permanent withdrawal from or other separation from the College and on the following basis:

<table>
<thead>
<tr>
<th>When the student has been enrolled</th>
<th>Portion of Comprehensive Fee Refunded*</th>
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<tbody>
<tr>
<td>Two weeks or less of the semester</td>
<td>80%</td>
</tr>
<tr>
<td>From two to four weeks of the semester</td>
<td>60%</td>
</tr>
<tr>
<td>From four to six weeks of the semester</td>
<td>40%</td>
</tr>
<tr>
<td>From six to eight weeks of the semester</td>
<td>20%</td>
</tr>
<tr>
<td>Over eight weeks of the semester</td>
<td>0</td>
</tr>
</tbody>
</table>

3. All accounts with the College must be settled no later than December 5 of the first semester and May 5 of the second semester, which dates are just prior to the semester final examinations. If a student's account is not paid in accordance with a deferred payment arrangement or if the account is not settled in full by the day indicated herein, the student will be separated from the College.

4. Transcripts will not be issued by the Registrar to or for students or former students who have not settled all financial obligations to the College, including timely payment of any loan fund notes.

5. A charge of $10 will be made for each special examination arranged for a student.

6. In all laboratory courses, students are required to pay the cost of replacement of apparatus and materials broken or damaged.

RESERVATIONS DEPOSITS

Reservations deposits are required for both resident and day students. The amount of the required deposit is $100 for resident students and $50 for day students. The deposit is credited to the student's account and is therefore deducted from the comprehensive fee due at the time of registration.

Reservations deposits made by entering freshmen and transfer students are non-refundable after the May 1 Candidate's Reply Date.

Currently-enrolled students who plan to return to the College for the fall semester are expected to pay their reservations deposits during...
the spring semester after notification by the Dean of Students. In the case of resident students, a room assignment for the fall semester will not be made until the required reservation deposit is received. Because of limited space, the deposit must be made when due to confirm a room assignment. Reservations deposits made by currently-enrolled students are refundable on or before June 1 if the Dean of Students is notified that the student does not expect to return for the fall semester.

**FINANCIAL ASSISTANCE**

Wofford College offers financial aid to help students meet their educational expenses. Wofford's program is supported by federal and state funds, as well as by the College's own resources. The aid programs, policies, and procedures are described in detail in a Financial Aid Brochure available from the Admissions Office or the Financial Aid Office.

At Wofford most assistance is awarded on the basis of financial need, but significant amounts are awarded on the basis of scholarship, or leadership, or career plans. Athletic grants are available in football and basketball. Application for financial aid should be made with the Director of Financial Aid who will arrange a "package" consisting of scholarship, or loan, or employment, or a combination of these for which the student is eligible. Applicants for aid based on financial need must submit financial information on the Financial Aid Form to the College Scholarship Service. The form may be obtained from high school guidance offices or from the financial aid office at any college or university.

Through generous gifts by friends of the College a number of scholarships have been established. Although these incomes are applied in accordance with the terms of each gift, some general policies may be noted. Four-year academic scholarships are automatically renewed each year if the student has maintained a 2.75 grade average. Other scholarships are awarded for one year, but may be renewed if the student reapplies. Most of these require a 2.75 grade average and financial need not met by other scholarships or grants. Good citizenship is required to maintain any College scholarship.

Loans and work are the major forms of financial assistance available for use in summer school. BEOG may be used during the summer, although students are encouraged to spend that entitlement during the regular semesters. Wofford scholarships normally are not available in the summer. The exception may occur for students enrolled in Wofford's Cooperative Education Program. If these students do not use their scholarship because they are working during a regular semester, they may use it to help meet their expenses for summer school terms. Students' earnings are usually a significant help in meeting education expenses. A participant in Cooperative Education should consult the Director of Financial Aid to work out the details of his or her budget and aid for each year.

Satisfactory academic progress is required to maintain eligibility for aid programs. Students who are placed on academic exclusion are not considered to be making satisfactory progress and are not eligible for assistance from federal programs. A student may re-establish satisfactory progress by either (1) earning grades which are high enough to bring the cumulative grade average above the exclusion level or (2) earning a 2.0 grade average on at least 12 hours if for him or her that constitutes progress toward graduation.

Aid based upon financial need may not be awarded in excess of the amount the student needs for educational expenses. No Wofford scholarship or grant, or combination of grants which includes one from Wofford, can exceed the comprehensive fee for resident students or tuition and fees for a commuting student. If a student's need is greater than these limits, the need may be met with a loan or work award.

Persons designated by Wofford to provide financial information to students are the Director and Assistant Director of Financial Aid. The Financial Aid Office is located in the Hugh S. Black Building. Office hours are 8:30-12:30 and 1:30 to 4:00 Monday through Friday. Appointments are not required. The telephone number is (area code 803) 585-4821, extension 207 or 208.

**GRANTS AND SCHOLARSHIPS**

The Scholars Programs — Large scholarships are awarded annually on the basis of exceptional scholarship and leadership to incoming freshmen. Financial need is not a consideration. Unless otherwise specified, selection of recipients is made through competition held during the fall of the applicants' last year in high school.

These scholarships are for four years and range in value from $850 to nearly $5,000 per year. They include the following programs, which are described individually later in this section.

- Charles E. Daniel Scholars
- Daniel Finalists
- W. Hastings McAlister Scholars
- McAlister Finalists
- Springs Scholars
- Wofford College Merit Scholars
- Benjamin Wofford Scholars
Anna Todd Wofford Scholars
Gosnell Scholars
Wickware Scholars
Cleveland Scholars

Wofford General Academic Scholarships — These awards range from $700 to $1,200 per year on the basis of financial need and grade average (2.75 minimum). They are awarded annually, but are renewable. They are funded in most part by the general and endowed scholarships listed in this section.

Ministerial Scholarships — Ministerial students and children of United Methodist ministers may, upon application to the Director of Financial Aid, receive grants in aid in accordance with the following schedule:

Ministerial students, all denominations: per school year
   Resident student $500
   Day student $300
Children of United Methodist ministers:
   Resident student $500
   Day student $300

A student preparing for the ministry and accepting grants under the above provision 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 ordained under the General Board of Missions of the United Methodist Church or being ordained in churches of denominations other than United Methodist. Only one of the above scholarships may be granted to a student during any academic year.

If a student is awarded other financial aid based on need, the total financial aid package, including assistance to children of United Methodist ministers, cannot exceed calculated need. If the student has no financial need the award may be made but not in combination with other Wofford College scholarships awarded on a merit basis (Daniel McAllister, Anna Todd and Benjamin Wofford, etc.).

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

Athletic Grants — Athletic grants-in-aid are available in football and basketball. Applications should be made with the Director of Athletics.

Tuition Exchange — Tuition Exchange is a program whereby students whose parents are employed by other participating colleges and universities may receive a waiver of tuition to attend Wofford.

Army ROTC Scholarships — The United States Army offers an extremely attractive means of financial assistance to qualified students in the form of four-year, three-year, two-year and one-year scholarships. ROTC Scholarships pay for college tuition, textbooks, laboratory fees and other miscellaneous academic expenses. In addition, a scholarship student receives a tax-free monthly subsistence allowance of $100 up to ten months of each school year that the scholarship is in effect. The four-year scholarship is awarded on a competitive basis for high school seniors who are about to enter college as freshmen. The three and two-year scholarships programs are applied for and competed for by any student who is enrolled as a full time student at Wofford. The key factors considered in the selection system for these scholarships include scholastic standing, leadership ability, and overall motivation. The number of ROTC scholarships available at Wofford has steadily increased and for qualified, motivated students the chance of selection is very good. An ROTC scholarship at Wofford College has an approximate value of $4,500 per year or $18,000 for the four-year period.

Basic Educational Opportunity Grants (BEOG) — Basic Educational Opportunity Grants are awarded directly to students by the federal government. The amount for which a student is eligible is determined individually by the U.S. Office of Education. The maximum grant in 1979-80 is $1,800 per year. Students who have financial need can receive Basic Grants for up to four years if they are making progress toward their undergraduate degree. Application is made on forms available from high school guidance offices or from college financial aid offices.

Supplemental Educational Opportunity Grants (SEOG) — These are awarded by the College from funds it receives from the federal government to a limited number of students with exceptional financial need who would be unable to attend Wofford without the grant. An eligible student may receive a grant each year for up to four years, but the total granted cannot exceed $4,000. Grants range from $200 to $1,500 per year, but can be no more than half the total assistance given to the student in any year. These grants are limited due to a shortage in appropriated funds.
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 Kenan Building, Columbia, South Carolina 29201. These grants are given on a one-year basis but may be renewed for four academic years. Grants of up to $3,000 may be made, but none may exceed tuition and fees at the college in which the student is enrolled. No grant can exceed the financial need of the applicant.

Assistance to Veterans — Certain veterans and children of deceased veterans are eligible for a monthly allowance from the Veterans Administration. An office of the Veterans Administration should be consulted for details.

Vocational Rehabilitation Scholarships — The S. C. Vocational Rehabilitation Department awards scholarships to certain persons having vocational handicaps due to physical disabilities.

Private and Regional Grants—

Milliken and Company Scholarships — These grants provide $2,000 per year to employees or to sons or daughters of employees of Milliken and Company on the basis of scholarship promise, character, and need. They are awarded through the S. C. Foundation of Independent Colleges.

Spartanburg County Foundation Scholarships — Each year the Foundation awards six four-year scholarships to graduates of high schools in Spartanburg County. For students attending Wofford, the award pays $750 per year.

J. E. Sirrine Scholarships — The Sirrine Scholarship Fund was established by Joseph E. Sirrine as a memorial to his parents. The Foundation assists worthy students from Greenville County, S. C. Information can be obtained from the Sirrine Scholarship Program, P. O. Box 2484, Greenville, S. C. 29602.

Kittie M. Fairey Scholarships — This program was established by Mrs. Kittie M. Fairey to assist eligible students attending colleges and universities in South Carolina. The scholarships are administered by the Kittie M. Fairey Scholarship Fund, Trust Department, South Carolina National Bank, Columbia, S. C. 29202.

C. G. Fuller Scholarships — This Fund was established by Mr. C. G. Fuller to assist deserving and needy students from South Carolina who are attending schools in the state. Information may be obtained from Bankers Trust of South Carolina, C. G. Fuller Scholarship Fund, Trust Division, P. O. Box 448, Columbia, S. C. 29202.

STUDENT EMPLOYMENT

A number of part-time jobs for students are available on the campus. Application should be made to the Director of Financial Aid. The largest work program is known as College Work-Study. It is supported by federal funds and provides assistance to students who have financial need. A limited number of jobs are available without regard to financial need.

STUDENT LOANS

National Direct Student Loan (NDSL) — This program provides loans for needy students who are or will be enrolled at least half-time. A total of $5000 can be borrowed by undergraduates, not more than $2,500 for the first two years. Repayment and 3% interest begin nine months after the student leaves college.

Guaranteed Student Loan — This program allows middle-income students to borrow as much as $1,500 ($2,500 in some states) from a participating bank, state agency, or other financial institution. The federal government pays the interest while the student is in school. Repayment of principal and interest by the student begins nine months after the student leaves school. Seven percent interest is charged.

United Methodist Student Loan — Members of the United Methodist Church may borrow $700 per academic year. Apply through the Wofford Financial Aid Office.

The Pickett and Hatcher Educational Fund — This fund provides non-interest loans to needy students studying liberal arts. Information may be obtained by writing to the Pickett and Hatcher Educational Fund, P. O. Box 1238, Columbus, Ga. 31902.

Tuition Plan, Inc. — This program allows payment of tuition and fees on a monthly basis for up to four years. Information may be obtained by writing to the Tuition Plan, Inc., Concord, N. H. 03301.

Bing Crosby Youth Fund — Upperclassmen who are in need of financial help are eligible to borrow from this fund through Wofford College.

Wofford College Loan Funds — Wofford’s Loan Funds are listed separately in this section. They are used to provide the required matching funds for the National Direct Student Loan program.
THE SCHOLARS PROGRAMS

Charles E. Daniel Scholars — Two entering freshmen are selected annually as Daniel Scholars. They receive the full cost of tuition, fees, room, and board for a period of four years.

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 College seeks leadership ability, experience in positions of leadership, intellectual ability, scholastic attainment, moral courage, and interest in mankind in those persons nominated to become Charles E. Daniel Scholars. Candidates may be nominated by participating high schools and by chapters of Wofford College alumni. Each such school and chapter may present two nominations annually. The Selection 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. Students who think that they may qualify should inquire with their guidance counselors or with the Wofford Admissions Office.

Daniel Finalists — The Romill Foundation has contributed additional funds in support of the Charles E. Daniel Scholars Program in order to extend its impact. From these funds scholarships are awarded to three students each year who are finalists in the competition for the Daniel Scholarships. The finalist awards cover tuition for a period of four years.

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 provide scholarships to students who are working toward completion of degrees in a broad range of medical and health science areas.

Each year the scholarship is awarded for four years to an entering freshman, or for two years to a graduate of Spartanburg Methodist College. Each scholarship pays the full cost including tuition, fees, room, and board. Recipients must be residents of South Carolina who intend to enter the medical or health-science field and must follow an appropriate program approved by the Dean of the College. Candidates may be nominated by high schools in South Carolina or by chapters of Wofford alumni. The Selection 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. Students who think that they may qualify should inquire with their guidance counselors or with the Wofford Admissions Office.

McAllister Finalists — The Romill Foundation has contributed substantially to the McAllister Scholarship Program because of its high aims and the high quality of the scholars named thus far. This contribution provides scholarships for two students each year who are finalists in the McAllister competition. The scholarships pay tuition for four years.

Springs Scholars — The Springs Scholars program was established by a gift from the Frances Ley Springs Foundation in 1975. The income from this permanent 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.

The Springs Foundation established a four-year scholarship for female students effective with school year 1977-78. Recipients of this scholarship must reside in Lancaster, Chester, or York counties in South Carolina. Selection will be made on the basis of scholastic achievement, character, and leadership ability.

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

Benjamin Wofford Scholars — These scholarships are named in memory of the founder of Wofford College. Three scholarships of $2,000 per year for four years are awarded annually to male high school seniors who are nominated by their high schools as possessing outstanding qualities of scholarship, leadership, and character. Full information about Benjamin Wofford Scholarships is made available through high school prin-
principals and guidance counselors, or through the Wofford Admissions Office.

Anna Todd Wofford Scholars — Established in 1973, these scholarships honor the memory of the first wife of Benjamin Wofford. Three scholarships of $2,000 per year for four years are awarded annually to female students. Contestants are nominated by their high schools as possessing outstanding qualities of scholarship, leadership, and character. Students should inquire at their high schools or with the Admissions Office at Wofford.

The Fred A. Gosnell, Sr. and Family Endowed Scholarships — Through the generosity of the late Fred A. Gosnell, Sr., Class of 1914, and his family, a substantial endowment fund has been established for the purpose of providing scholarships of $850 a year for students on the basis of character, academic ability, and financial need. The scholarships are awarded annually but are renewable. With the exception of the three scholarships named in honor of Wofford College presidents, the awards are restricted to graduates of Dorman High School, Spartanburg County District 6, and Chapman High School, Inman, S. C. Recipients are nominated by their high schools and selected by the Selection Committee at Wofford in the spring of each year. The scholarships awarded under the program include the following:

Fred A. Gosnell, Sr. Scholarship — Ten scholarships bearing the name of the founder of the program.

Addie Sue Gosnell Scholarship — Named during Mr. Gosnell's lifetime in honor of Mrs. Gosnell.

J. Holland Gosnell Scholarship — Named in memory of Mr. Gosnell's father, a distinguished Spartanburg County citizen and a leader in obtaining better public schools.

Cullen Bryant Gosnell Scholarship — Named in memory of Mr. Gosnell's brother, a graduate of Wofford College and a distinguished teacher of political science.

Susie G. Mangum Scholarship — Named in memory of Mr. Gosnell's sister.

Allen O. Clark Scholarship — Named for Allen O. Clark, a graduate of Wofford College and a distinguished educator, for many years principal of Dorman High School in Spartanburg. Mr. Clark is now Superintendent of District 6 Schools, Spartanburg County, South Carolina.

Paul M. Dorman Scholarship — Named for the late Paul M. Dorman, distinguished educator and for many years superintendent of District 6, Spartanburg County Schools. Dorman High School is named in his honor.

Charles F. Marsh Scholarship — Named in honor of the seventh president of Wofford College.

Paul Hardin III Scholarship — Named in honor of the eighth president of Wofford College.

Joab M. Lesesne, Jr. Scholarship — Named in honor of the ninth president of Wofford College.

Spartan Mills Scholars — Wofford College may award up to four four-year Spartan Mills Scholarships each year in the amount of $1,000 per year. The scholarships are provided by Spartan Mills, but the recipients are selected by Wofford College. Eligible applicants are male employees who have worked at one of Spartan Mills' or Southern Powell's divisions for one year, or husband, sons, or grandsons of employees with at least one year's service.

GENERAL SCHOLARSHIPS

The Aiken Scholarship — Given by Mrs. John M. Holmes in honor of Mr. Charles Aiken, this scholarship is used for the benefit of boys of the South.

The Class of '26 Fund — This fund was established by the Class of 1926 on its 50th anniversary. Proceeds are to be used to assist deserving students.

Epworth Home Scholarships — Graduates of Epworth Home are granted a scholarship of $350 per year.

The Faculty Scholarship Fund — This fund established by the Wofford College Faculty to attract good students and to receive donations in honor of special faculty members. The scholarship is awarded on the basis of merit.

The First Federal Savings and Loan Scholarship — First Federal Savings and Loan of Spartanburg, S. C., provides this scholarship awarded each year on the basis of need and academic achievement to one or more residents of Spartanburg County.

The John Graham Stores' Award — This grant is made annually to an outstanding student athlete possessing strong qualities of character, scholarship, and leadership. It is awarded as a part of the Terrier Club program.
The James Rogers Hilton Memorial Scholarship Fund — This fund provides a $600 annual scholarship to the accompanist of the Wofford College Glee Club. It was established in memory of James Rogers Hilton, a 1971 graduate of Wofford, who was Glee Club accompanist for three years.

The Kiwanis Scholarship — A $500 scholarship awarded annually by the Spartanburg Kiwanis Club to a worthy freshman from Spartanburg County.

The Furman Jenkins Knight and Richard Warren Knight Memorial Scholarship Fund — This fund was established by Mrs. F. Jenkins Knight in memory of her husband, Class of 1924, and her son, Class of 1962, to be awarded annually on the basis of character and scholarship to a student of South Carolina.

The Ben Montgomery Award — This grant is 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.

The Moreland Scholarship — This program was established by Moreland Chemical Company in 1973. Character, academic promise, and financial need are considered in awarding this scholarship. Special consideration is given to the application of children of Moreland Chemical Company employees.

The Neofyto Papadopoulos Scholarship — Dr. Constantinos F. Papadopoulos of Houston, Texas, provides $1,000 per year for a student from Greece, in memory of Dr. Papadopoulos’ father.

The Charles Nesbitt Scholarship Fund — This award is provided by friends of Charles Nesbitt, for years a distinguished member of the Wofford faculty. The award assists a student studying for the Christian ministry.

The W. F. Nettles, Jr. Scholarship — This fund is a memorial to W. F. Nettles, Jr. Proceeds will be used to provide a scholarship for a student athlete on the tennis team.

The Vera C. Parsons Foundation Awards — These are made annually through the Terrier Club program to two outstanding student athletes possessing strong qualities of character, scholarship, and leadership.

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

The South Carolina Electric and Gas Company Scholarship — A one-year, $750 scholarship is 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 counties.

The Spartanburg High School Scholarship — A scholarship of $350, 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, renewable for two years is awarded annually by Wofford College on the basis of scholastic attainment and character to a member of the graduating class of Spartanburg Methodist College.

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

The Algernon Sydney Sullivan and Mary Mildred Sullivan Revolving Scholarships — These funds were established in 1969 by the Algernon Sydney Sullivan Foundation. Awards are made to students of character who have need and who show awareness that receipt of a scholarship
carries with it a sense of obligation to strive eventually to return the aid received and thus help to make it possible for another to enjoy similar benefits.

The Terrier Club Grants — The following persons sponsor individual athletic scholarships through membership in the Terrier Club. Wofford’s fund-raising organization for athletics:

- Y. C. Ballenger Electrical Contractors
- Mr. and Mrs. Charles Bradshaw
- Emory and Jimmy Brock
- Mr. and Mrs. Bobby Ivey
- Vera D. Parsons
- Joe O. Price
- Mr. and Mrs. Jerome Richardson

The Nannie Tickle Scholarship — This scholarship was established in 1976 by Mr. Don Tickle in memory of his mother. It assists a deserving student.

The United Methodist Scholarships — Four one-year scholarships valued at $500 each are awarded annually by the Board of Education of the United Methodist Church.

ENDOWED SCHOLARSHIP FUNDS

The Bishop James Atkins Memorial Scholarship was 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.

The Bernard M. Baruch Scholarship was 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.

The Mrs. Betty G. Bedenbaugh Scholarship was established by Mrs. Betty G. Bedenbaugh in her will of August 22, 1953. It is awarded to a worthy and needy student. Preference is given to her kinmen.

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

The Vernon L. Caldwell Memorial Scholarship was established in 1963 by his friends in memory of Vernon L. Caldwell, athletic trainer at Wofford. Proceeds are awarded through the Terrier Club.

The Robert M. Carlisle Memorial Scholarship is made possible by the income on the Robert M. Carlisle Scholarship Fund held in trust by the Spartanburg County Foundation.

The Carroll Scholarship was established by Mrs. Hattie Carroll and Mrs. Edwin Carroll of Charleston, S. C.

The Professor and Mrs. Charles E. Cauthen Scholarship was 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 the fund is awarded annually to a deserving and needy undergraduate student.

The Dr. James Alburton Chiles, Sr., and Mrs. James A. Chiles, Jr., Memorial Scholarship Fund was established in the will of Marie D. Chiles. The income provides one or more scholarships for worthy students.

The John B. Cleveland Scholarship was established in 1976 by Mrs. Agnes Sandifer Stackhouse in memory of her grandfather, John B. Cleveland, a distinguished professor at Wofford. The fund will provide a full scholarship for a science student.

The Clifton Manufacturing Company Scholarship was established by Clifton Manufacturing Company of Clifton, S. C., in March 1943 to provide scholarships for students of Clifton Mills.

The Julius E. Cogswell Scholarship was established by Mr. Julius E. Cogswell on December 31, 1953.

The T. Keller Cogswell Scholarship was established by his friends in November 1975 in recognition of his service as Director of Alumni Affairs at Wofford. The award is made annually on the basis of scholarship, character, and need.

The W. Scott Cogswell Scholarship was established in 1978 in memory of W. Scott Cogswell, a graduate of the Class of 1968, a member of the College football team, and an active alumni leader in the Charleston area. This award was established by his family and friends in recognition of his love for Wofford College. The scholarship is awarded annually to a member of the golf team whose character, scholastic achievement, and college service indicate a love and dedication to the ideals of Wofford College.

The D. E. Converse Company Scholarship was established by the D. E. Converse Company of Glendale, S. C., in April 1943, for the purpose of awarding scholarships to the persons of the D. E. Converse Company eligible for college entrance.
The Pierce Embree Cook Scholarship was established 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.

The Alexander Copeland Memorial Scholarship was established by Mrs. Kathleen Copeland of Warwick, Va., in memory of her husband, Alexander Copeland.

The Ralph L. Crutchfield, Sr. Memorial Athletic Scholarship was established in 1974 by Nell H. Crutchfield. The recipient is selected by the Athletic Scholarship Committee primarily on the basis of the need of a deserving candidate. The scholarship may be awarded to male varsity athletes on a year-to-year basis in any sport.

The James Wilburn Cunningham Scholarship was established in April 1970 by the will of James Wilburn Cunningham.

The Walter and Johanna Demopoulos Endowed Scholarship Fund established in July, 1979 by the family to perpetuate an annual scholarship program first initiated by the late Walter Demopoulos in 1954. Awarded annually on the basis of demonstrated financial need, scholastic achievement and character.

The Magruder Dent Scholarship was 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 was established by Mrs. Alfred I. duPont for worthy students.

The Wallace Duncan DuPre Scholarship was established in 1977 in memory of Mr. DuPre, Class of 1909. This fund provides an award annually to a deserving student on the basis of moral character and service to others.

The Ralph A. Durham Scholarship Fund was established in 1975 by friends of Mr. Durham in appreciation of his outstanding service to South Carolina public secondary education and to Wofford College, his alma mater, where he gave outstanding leadership for a number of years as a member and as chairman of the Board of Trustees. In addition to the initial funds, this scholarship was permanently endowed through a planned bequest by Mr. Durham. This scholarship is given annually to a deserving student from the public schools of South Carolina on the basis of character, promise, and financial need.

The Fairforest Finishing Company Scholarship was established by Fairforest Finishing Company of Spartanburg, S. C., in December 1943. The annual proceeds from this endowment are 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.

The William H. Gladden, Jr., Scholarship was established by Mrs. Maud Queen Gladden of Rock Hill, December 29, 1961, in memory of her son who was killed in France in 1944.

The Glenn-Hardin Memorial Scholarship was 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 1933.

The James Wilburn Cunningham Scholarship was established by Mr. T. H. Gossett of Spartanburg, S. C., the income derived therefrom to be used for scholarships for deserving orphans from Spartanburg County or the state of South Carolina.

The Gray Scholarship was 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.

The Florence Andrews Helmus Scholarship was established by Mr. A. J. R. Helmus of Spartanburg, S. C., in honor of his wife.

The Chesley C. Herbert Scholarship was established by the Reverend C. C. Herbert, Jr., and his brother, Dr. T. W. Herbert, as a memorial to their father, the Reverend Chesley C. Herbert, of the Class of 1892.

The Holler-Hobbs Scholarship was established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr.; her father, the Reverend A. E. Holler; his brothers, Emory A., Eugene M., and the Reverend John D. Holler; also in honor of her brothers and nephews who attended Wofford College. The scholarship is awarded annually to a deserving and needy student.

The George J. Holliday, III, Memorial Scholarship was 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. The award is made to deserving young men of good academic standing who share the keen interest of George Holliday in golf.
The Isom Scholarship was 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.

The Senator Olin D. Johnston Memorial Scholarship was 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 was established in 1956 by the gift of Mr. O. C. Kay.

The John G. Kelly Scholarship was established in 1975 as a memorial to John G. Kelly, Class of 1913, by family and friends. Income from the fund is awarded annually as a scholarship based on merit and financial need.

The William A. Law Scholarship was 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 is used to pay college fees of a carefully selected group of students to be known as the "William A. Law Scholars." They are to be selected on the basis of scholarship, character, and leadership.

The Ray M. and Mary Elizabeth Lee Foundation was established to provide an annual scholarship for needy students from the State of Georgia.

The W. Raymond Leonard Scholarship was established by many of Professor Leonard's former students. The scholarship is presented annually to a senior biology major who has demonstrated outstanding character, superior academic performance, and professional promise.

The Dean Frank Logan Scholarship was established by the will of Mr. Leo Oppenheimer of Chicago, Ill., in 1974. Income from the fund is awarded annually to a student on the basis of merit.

The Donald F. McCarter Memorial Scholarship was established by Mr. and Mrs. James McCarter in memory of their son, Donald, a much-loved member of the Wofford community.

The Claude M. Melton Scholarship was established in November 1975 by Mrs. Claude M. Melton in memory of her husband. The award is made annually on the basis of scholarship, character, and need to a student majoring in English.

Mills Mill Scholarship was established by Mills Mill of Woodruff, S. C., in December 1943 to endow a scholarship for an employee or son of 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 was 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 provides 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 was 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 Wofford music organizations. Musical ability, character, scholastic achievement and financial need are considered in awarding this scholarship. One or more recipients are selected each year by the Financial Aid Committee upon the recommendation of the directors of the College's music organizations. One recipient (when so qualified) is designated as the Moyer Scholarship Soloist of the Wofford Glee Club.

The Euphrasia Ann Murph Scholarship was 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.

The William L. Oufts Endowed Scholarship was established by the late William L. Oufts of Spartanburg, S. C. The income is applied to an athletic scholarship.

Pacolet Manufacturing Company Scholarship was established by Pacolet Manufacturing Company of Pacolet, S. C., in January 1943. Students from Pacolet Manufacturing Company families must be given first consideration. If there are no applicants from the Company, Wofford College may use the proceeds in granting other scholarships.

The Raymond Agnew Patterson Scholarship was established by Mrs. Harriet Newel Julienne Patterson in 1979 in memory of her husband, a member of the Wofford faculty for more than fifty years.

The Reverend Daltrum H. Poston Memorial 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 is awarded annually to deserving students on the basis of character, leadership and financial need.
The Reader's Digest Foundation Scholarship provides assistance for a worthy student each year.

The Oscar F. Rearden Scholarship was established in the will of Oscar F. Rearden for the education of any young persons who are studying for the United Methodist ministry. The recipients shall be deserving of financial aid and be unable to pay their own educational and living expenses.

The Darwin L. Reid Memorial Scholarship was established in honor of Mr. Darwin L. Reid by Mrs. D. L. Reid of Sandy Springs, S. C., and her daughter, Mrs. John D. Rogers of Easley, S. C., in March 1950.

The Arthur B. Rivers Endowed Scholarship was established in honor and memory of Dr. Arthur B. Rivers by his family and his friends. In seeking wisdom, he was wise; in seeking strength, he was strong; in seeking excellence, he achieved his goal. The income is awarded annually as a scholarship to a deserving and needy student.

The Thomas C. Rogers Endowed Memorial Scholarship Fund — Established in 1979 with a bequest from the estate of the late Mr. Rogers as a memorial to his son, Thomas Clyde Rogers, and his brother, Dr. S. L. Rogers, to be used to assist ministerial students.

The Scottish Rite of Freemasonry Memorial Endowed Scholarship was established in memory of Professor Charles Semple Pettis, 1958.

The D. L. Scurry Foundation Scholarship is provided by the Scurry Foundation to assist deserving students.

The Annie Naomi McCartha Shirley Scholarship was 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.

The Carter Berkeley Simpson Memorial Scholarship is 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 was taken prisoner of war. The ship on which Carter was being moved 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.

The Sims-Lyles-Dawkins-Martin Scholarship was established by Mr. and Mrs. T. P. Sims of Spartanburg, S. C. The income is used as a scholarship for orphaned students from Spartanburg, Union, and Fairfield counties.

The Z. A. Smith Scholarship was established by Mrs. Z.A. Smith of Greenville, S. C. The income is used for helping worthy students.

The Snyder-DuPre Scholarship was established by the Washington, D. C. Alumni Association, in honor of President Henry Nelson Snyder and Dean Arthur Mason DuPre.

The Spartan Mills Scholarship was established by Spartan Mills, Spartanburg, S. C., in February 1943.

The Stokes Memorial Scholarship was established in 1965, in memory of their parents, the Reverend Henry Stokes, Class of 1893, and Mrs. Florence Heath Stokes, and their brother, R. Wilson Stokes, Class of 1930, by Miss Mary Bolling Stokes, and by Allen Heath Stokes and Thomas Henry Stokes, both of the Class of 1924.

The James M. Swanson, Jr., Scholarship was 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. The scholarship is awarded on the basis of character, leadership and scholastic achievement.

The William B. Thomas, Jr., Memorial Scholarship was 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.

The John B. Thompson Endowed Scholarship was established in the will of John B. Thompson to provide scholarships for deserving and needy students.

The Traywick Scholarship was established by Thomas Tatum Traywick, Sr. and Elizabeth Deaver Traywick in 1977 in appreciation of all that Wofford has meant to each of their families over the years. The income from this scholarship is awarded annually to deserving students on the basis of character, leadership, and financial need.

The Coleman B. Waller Scholarship was 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 was established by Mr. John E.
Wannamaker in memory of his son, D'Arcy P. Wannamaker, of the Class of 1911, for a student selected on the basis of character, scholarship, and need.

The Eunice Miles Watson Memorial Scholarship was established by Dr. Paul E. Watson, Jr., Class of '45, in memory of his mother, Eunice Miles Watson. This award is given to a scholar-athlete who possesses qualities of strong leadership and good character and who is a member of the tennis team.

The Paul Elijah Watson, Sr. Memorial Scholarship was established by his son, Dr. Paul E. Watson, Jr., Class of '45 in memory of his mother, Eunice Watson. This award is given to a scholar-athlete who possesses qualities of strong leadership and good character and who is a member of the tennis team.

The Wilbur White Memorial Scholarship was established by Mr. and Mrs. F. W. Barnwell of Warner Robins, Ga., in memory of Wilbur D. White, Class of 1919, the brother of Mrs. Barnwell. The grant is made annually to a deserving student, with a preference for naturalized citizens or children of naturalized citizens.

The Ruth Wynn Wickware Scholarship and The Ruth Wynn Wickware Foundation were established by the will of Ruth Winn Wickware of Laurens, S. C. One purpose of the foundation is to promote the American system of free enterprise. This purpose is sought in assisting or training deserving young people who are interested in and dedicated to the perpetuation and growth of free enterprise. The Foundation awards a full scholarship each year for the pursuit of studies in the field of economic and business administration. The scholarship is awarded on the basis of character, leadership, and scholastic achievement, and is renewable for four years.

The John Wiley and Rowena Eaddy Williams Scholarship was 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. Preference is given to citizens of South Carolina.

The John Mitchell Witsell Memorial Scholarship fund was established in the will of Mrs. Edith D. Witsell as a memorial to her son. The scholarship is awarded on the basis of character, leadership and scholastic achievement.

The Wofford Memorial Scholarship fund consists of memorials sent to the College as endowed scholarship funds.

The J. Spencer Wolling Scholarship Fund was established June 30, 1937, by Mr. J. Spencer Wolling.

ENDOWED LOAN FUNDS
Class of 1939 Endowed Loan Fund — By Mr. Cecil F. Huskey.
Cokesbury Conference School — By Micajah Suber of Cokesbury, S. C., for 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 Garrett Endowed Loan Fund — By Willora Garrett Faulkner and the Reverend Francis Leonard Garrett (Class of 1940), in honor of their father, the Reverend 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.

Mrs. E. C. Hodges — By Mrs. E. C. Hodges of Anderson, S. C., on December 25, 1925.
John W. Humbert — By the Reverend John W. Humbert.
A. W. Love and Wife — Memorial by A. W. Love and wife of Hickory Grove, S. C.
Joseph A. McCullough — By Mr. Joseph A. McCullough of Greenville, S. C. in March 1934.
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 to be used to aid deserving and needy students from Orangeburg County.
Mary A. Watts — By Mrs. Mary A. Watts of Abbeville, S. C., in December 1917, the income to be used to assist students who are preparing to enter the ministry of the United Methodist Church, and in the judgment of the College are unable to help themselves financially.

OTHER 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 Wragley 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.

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 1929, of Spartanburg, S. C.

Eubanks Memorial Fund — 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 of 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.

W. H. Hodges Fund — By the Reverend W. H. Hodges and family of the South Carolina Conference.

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, Ky.

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, Tenn.

O. M. Mitchell — 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, Ga.

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

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

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

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

Sims, Lyles, Dawkins, Martin Loan Fund.

Coke Smith Fund — By the Reverend Coke Smith.

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

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


Sumter Sub-District Ministerial Loan Fund — By Young Adult classes of Sumter, S. C., District.
J. P. Thomas Fund — By Dr. John O. Wilson.

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

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

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

George W. Wannamaker Fund — By Col. George W. Wannamaker of Atlanta, Ga.

The Reverend W. Pinckney Way Incidental Loan Fund — Established in 1957 as a memorial to their father by the children of the Reverend W. Pinckney Way to help purchase textbooks.

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

Mary Pearle West Loan Fund — 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.

Bertha E. White Loan Fund — Established in 1975.


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.

SPECIAL ENDOWMENT FUND

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

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

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.


Kenneth Daniel Coates Endowed Book Fund — by his brother, Albert Coates, Professor Emeritus in the Law School, University of North Carolina.

Mr. and Mrs. Joseph K. Davis Endowment Fund — By Mr. and Mrs. Joseph 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 — By the estate of J. M. Evans, May 9, 1952.

Ford Foundation Endowment Fund — By the Ford Foundation.

Sam A. George Endowment Fund.

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

W. Holmes Harden Endowment Fund — 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 Endowment Fund — By their son, Dr. Wm. C. Kirkland of the South Carolina Conference.

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

John Ashby McCraw Endowment Fund — By Dr. Gerald D. Sanders.

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

Memorial Endowment Fund — Monies donated as memorials upon the demise of friends, alumni, or employees of the college.

Albert C. Outler Professorship in Religion — Established in 1970 through a gift from Robert J. Maxwell, Jr.


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.

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.
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 as the last day for adding courses and registering. Details concerning registration for the Interim are announced early in the fall semester.

Freshman and sophomore schedule cards must be approved by their faculty advisors. Junior and senior schedule cards must be approved by the chairman of the department in which they are majoring. 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 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 in the listing of the full-year course sequence to be followed by freshmen.

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

Any student, other than a first semester freshman, may take up to seventeen hours if he or she is not on academic probation. If the student wishes to take more than seventeen hours, he or she must obtain and complete a form that is available from the Office of the Registrar.

prior to the last day of the drop period. Students with less than a cumulative 3.00 grade-point average will not be allowed to carry more than seventeen hours.

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

The grading system is as follows: A—Superior; B—Good; C—Clearly Passing; D—Passable; F—Failure; I—Incomplete; WP—Withdrawal Passing; and WF—Withdrawal Failing. The WP is never given unless requested by the student and then only at the discretion of the instructor.

Grades of Pass, Pass with Honors, and Fail are given for work done during the Interim and in required Physical Education courses. The only passing grade given for the Freshman Orientation Program is Pass.

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, by which time all work should be completed and final evaluation made. Incompletes not made up by these dates will automatically be recorded as grades of F.

A quality point system is used to determine qualifications for graduation, honors, the Dean's List, rank in class, academic probation and exclusion, and other matters. For the purpose of arriving at a grade-point average, the value of the grades (quality points) are as follows: A=4; B=3; C=2; D=1; F=0; I=0; WP=0. The number of hours in each course attempted is multiplied by the quality points, and the total number of quality points is divided by the total number of hours attempted to determine the grade-point-average. Hours earned in courses graded by the Pass-Fail system are not used to calculate the grade-point-average.

EXAMINATIONS

Final examinations in all courses are held in December and May.

Students who wish to take an examination during the examination period at a time other than at the scheduled time may do so only at the discretion of the course instructor. Under no circumstances may an examination be ad-
ministered before or after the week-long examination periods without approval of the Dean of the College. Such approval is given only in cases of illness, death in the family, or other extremely extenuating circumstance. In addition to approval by the Dean, examinations given outside these examination periods require a payment of $10 to the Controller of the College.

REPORTS ON ACADEMIC PROGRESS
At the end of each semester, grade reports will be sent to parents or guardians of all students in accordance with eligibility established under the Family Educational Rights and Privacy Act of 1974. Mid-semester progress reports will also be sent to parents or guardians of students. Only notification of Interim failures will be made at the end of Interim.

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 twelve semester hours of graded courses. All courses attempted shall be considered in computing the average. Students who have failed a graded course or made a D in a given semester are not eligible for the Dean's List in that semester.

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. The candidate must have at least a C average (2.0) on all course work except that courses or Interim projects graded on a Pass-Fail system are not used to determine this average* . A candidate may also meet the graduation requirement by presenting a number of hours of Cs equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in meeting the requirements for Interim, Physical Education, and the freshman Orientation Program. In like manner the student must also have at least a C average in his or her major, or the candidate must have enough hours of Cs to meet the total hours required in that major. Grades transferred from other institutions, except courses earned when the cooperative program is in effect, 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 of those hours 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 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 Registrar, The Drop Period, the end of which is also announced in the College Calendar, is several days longer than the Add Period and a course dropped during this period does not appear on the student's permanent record. During this period the student who wishes to drop a course must obtain a drop card from the instructor who teaches the course. This card is likewise brought by the student to the Registrar's Office. In each case the card must be initialed by the instructor involved, and in the case of a freshman or sophomore who drops or adds courses, the card must bear the faculty advisor's signature.

After the Drop Period the student may drop a course at any time, but before doing so should seek advice on the matter from his or her advisor and the instructor. At that time the student must request a "WP", thereafter, the instructor assigns either a WP or WF as an indication of the quality or level of the work at the time of dropping the course. This information is returned to the Registrar by the instructor and not by the student.
REPEATED COURSES

Any course may be repeated; however, credit-hours will be awarded only once. The student who repeats a course and makes a higher grade will receive the grade-point-ratio benefit of the higher grade; however, the original or lower grade itself will not be erased from the student's permanent record card. Any student who repeats a course in which he or she originally made a passing grade must complete a form available from the Registrar.

Any student who has twice failed a course (or courses in the same department) required for graduation may request before the end of the Add Period in the subsequent regular semester that the Dean of the College convene a committee to review his or her case. This does not apply to courses taken as electives or for major work. This committee's decision is arbitrary and final.

CLASS STANDING

For a student to rank as a sophomore, he or she must have earned a minimum of 30 semester hours; as a junior, 61 semester hours; as a senior, 90 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 or she expects this work to apply toward the requirements for a degree from Wofford College. The student must secure the advance approval of the Registrar and the chairman of the departments in which the student desires to take such courses.

COOPERATIVE EDUCATION (CO-OP)

Cooperative education is a program that combines work with learning. The "Wofford Plan" of Cooperative Education gives students the opportunity to explore work areas which will be options for them when they graduate. There are two Co-Op plans — parallel and alternating. In the parallel plan, the student is a half-time student and a half-time Co-Op. In the alternating plan, the student alternates semesters of work and school. Usually two alternating semesters are spent in a full-time work situation with one to three semesters of school in between.

Students who register for and participate in a full-time, off-campus Co-Op program are considered to be full-time students. They are not re-
required to pay tuition but they may live in college dormitories. Their eligibility for financial aid remains in effect (see section on Financial Aid in this catalogue).

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.

An audit fee is charged each course-auditor who is not a full-time Wofford student.

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. Approval by the department in which the honors course is taken is necessary before a student may undertake an honors course. Upon mutual consent of the department and the student, the department shall submit to the Curriculum Committee of the Faculty a request that the student be allowed to participate in an honors course. The request shall be accompanied by a statement concerning the general nature of the work to be undertaken. Normally, only students having grades of B or better in all courses taken at Wofford during the preceding two semesters at Wofford shall be eligible to participate in honors courses.

2. An honors course may be undertaken only by seniors and will carry six hours of credit over the two semesters of the senior year and will receive a grade of Pass, Pass with Honors, or Failure. No partial credit will be given.

3. An honors course may count as part of the major requirements if the major department approves.

4. The course, if completed satisfactorily, shall be entered on the student's permanent record with a notation to the effect that it was an honors course.

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

6. Each student completing a course shall be prepared and submit to the instructor three copies of a written report 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.

7. Application for the honors course 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.

8. A student who receives a grade of "Pass with Honors" in an honors course in his or her major department and achieves at least a 3.75 G.P.A. in his or her major courses, shall be mentioned at the commencement exercises as graduating with "High Honors" in his or her major and shall be listed as such in a special section of the college catalogue. A student who receives a grade of "Pass" in an honors course in his or her major department and achieves at least a 3.75 G.P.A. in his or her major courses, shall be mentioned at the commencement exercises as graduating with "Honors" in his or her major and shall be listed as such in a special section of the college catalogue. The same notation shall be recorded in his or her permanent record.

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. No student may elect more than one in-course honors program per semester.

B. No student shall be penalized for failure to undertake honors work. Any student may, without honors, earn the grade of B or A 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 or she 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 academic performance in class, not legistically on how many times he or she does not attend. In the classroom students give reactions and listen to the reactions of fellow students. In such an educative process both the class and the student suffer a decided loss when he or she misses class.

3. Any student who abuses attendance privileges or who is remiss in 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 to the student, requesting an interview. If the student fails to respond or if the interview is unsatisfactory, the instructor will notify the Assistant Dean of the College.
   b. if the student fails to show satisfactory improvement, the instructor shall send to the Dean of the College for approval a Required Class Withdrawal form for the student. After approval, 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 WP or WF 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.

6. Student absences resulting from participation in official college events are excused when the event is (a) an athletic event approved by the Faculty through its Committee on Athletics or (b) a non-athletic event approved as official by the Dean of the College (see Student Handbook or Faculty Handbook for details).
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 one chosen field. The object of distribution is to give the student a general view of our intellectual heritage and to broaden his or her 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 who complete a major in accounting, English language and literature, foreign languages, government, history, humanities, intercultural, philosophy, religion, or sociology will qualify for the degree.

Students who complete a major in biology, chemistry, physics, psychology will qualify for the B.S. degree.

Students who major in economics or mathematics will receive the B.A. or B.S. degree depending on how they meet the College's natural science requirement. Students who complete an interdepartmental major will receive the B.A. or B.S. degree depending on the content of the major and how they meet the College's natural science requirement.

AWARDING OF DEGREES

Degrees are awarded in May, August, and February. Commencement exercises are held in May of each year.

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>3-6</td>
<td>3-6</td>
</tr>
<tr>
<td>Humanities Seminar</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Freshman Orientation Program</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Major Work</td>
<td>18-44</td>
<td>18-44</td>
</tr>
<tr>
<td>Interim Projects and Electives for a total of</td>
<td>124</td>
<td>124</td>
</tr>
</tbody>
</table>

In addition to completing these requirements, each student must be approved for the B.A. or B.S. degree by a majority of the faculty members present and voting at a special faculty meeting held prior to graduation.

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 three semester hours from the following:

Art 201, 202, 250, 301, 303, 480
Humanities 201 and 202*
Music 100, 101, and/or 200 (eight hours total)
Music 201 or 202
Theatre 250, 350, 351

FOREIGN LANGUAGES

THREE, FOUR, OR SIX SEMESTER HOURS

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

*The student must successfully complete the full year of Humanities 201, 202 in order to count one course toward the general education requirements in each of the areas of English literature, fine arts, philosophy, and religion.
### French
- 203, 301, 302

### German
- 203, 301, 302

### Spanish
- 203, 301, 302

### HISTORY, PHILOSOPHY, RELIGION

**TWO SEMESTER HOURS**

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

- History 101 or 102
- Humanities 201 and 202*
- Philosophy: Normally a 200-level course
- Religion 201, 202, or 203. The second course may be chosen from any religion course offered.

### HUMANITIES AND COMPOSITION 101

**THREE SEMESTER HOURS**

This seminar course is normally required of every freshman.

### 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 two of the three courses: Science 101, 102, 103 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 departments, 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

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

### 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 or that he or she has attained grades of at least C in the minimum number of hours and courses required for the major. A majority of courses in the student’s major must be taken at Wofford, and only the grades in Wofford courses will be used to determine the C average that is required.

PRE-PROFESSIONAL PROGRAMS AND COMBINED COURSES

COMBINED ACADEMIC-ENGINEERING PROGRAMS

Wofford College has agreements with two institutions which afford students an opportunity to become liberally educated engineers. After a student has completed general education requirements and certain prescribed courses in mathematics and the physical sciences and has been recommended by the faculty, he or she is automatically accepted at the school of engineering at Columbia University or Georgia Institute of Technology. After successful completion of one year at the professional school, he or she 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.

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

For many years Wofford College has been educating well-qualified teachers for the schools of South Carolina and the nation. The teacher education program at Wofford meets the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is approved by the State Board of Education for the preparation of teachers in biology, chemistry, English, French, German, Spanish, mathematics, physics, and social studies (history, government, economics, sociology, psychology). Wofford teacher education graduates are certified as secondary school teachers in South Carolina and some 30 other states.

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 or her college career a student registers interest in teaching with the department of education, the more readily can the planning be effected. The College can, within reason, assure students of satisfactory fulfillment of certification requirements if they consult not later than the first semester of the sophomore year, and follow the prescribed courses in the teacher education program.

The teacher education program is as follows:

GENERAL EDUCATION

Teacher education candidates must complete one course in biological science and one course in physical science (chemistry, physics, geology). Science 101, 102, 103 may be counted, if taken in these departments.
Courses recommended for teacher education students are art appreciation, music appreciation, United States history, mathematics, health education, and the teaching of reading.

PROFESSIONAL EDUCATION

Sophomores
  Education 200
Juniors
  Psychology 300 or 321
  Education 333
  Educational Psychology 332 or
  Education 326
Seniors
  Education 409-410

TEACHING AREA

Each subject field requires specific courses and a minimum number of semester hours for teacher certification. For courses required in each field, consult the education department or the major department:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>34</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>37.39</td>
</tr>
<tr>
<td>Biology</td>
<td>60</td>
</tr>
<tr>
<td>Chemistry</td>
<td>58.40</td>
</tr>
<tr>
<td>Physics</td>
<td>60</td>
</tr>
<tr>
<td>Social Studies (History, Government, Economics, Psychology, Sociology)</td>
<td>43-56</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 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 to a number of courses offered at Converse College but open to Wofford students under the terms of a cross-registration agreement. The privileges of this arrangement are available to students who have a C average or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses and that the courses are not offered at Wofford.

Not all courses are offered each year. Department chairmen should be consulted for scheduling information.

Information as to the specific courses which are offered at Wofford 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 equivalent normally met each week; the number of laboratory hours or equivalent normally met each week; and the number of semester hours credit for the course.

**DEPARTMENTAL OFFERINGS**

**BIOLOGY**

W. RAY LEONARD, Department Chairman
DONALD DOBBS, WILLIAM B. HUBBARD, E. GIBBES PATTON

Major Prerequisites: None

Major Requirements:

Biology 123, 124, 221, 222 (the core), and Biology 453

Five other advanced courses chosen in consultation with the departmental chairman. One of these may be a three-hour, non-laboratory course. (No prospective major should plan to take advanced elective courses until he or she has completed all four core courses, or their equivalent as determined by the department chairman.)

Departmental Reading Program in the junior year.

Comprehensive examination on core courses.

In order for a student to graduate with a major in biology, all requirements stated above must be completed to the satisfaction of the department faculty. Majors planning to complete degree requirements by the middle of their senior year should make this plan known to the department chairman by the beginning of the fall term so arrangements can be made for all major requirements to be satisfied by the end of first semester.

Majors planning to apply to a graduate school should consult with the department chairman as to courses, other than those specified for the major, that he should take before graduation.

**01. GENERAL BIOLOGY**

Fundamental facts and principles of animal life.

(3-3-4) STAFF

**02. GENERAL BIOLOGY**

Fundamental facts and principles of plant life.

(3-3-4) STAFF

**12. INTRODUCTORY ANIMAL BIOLOGY**

Study of animal life with emphasis on form and functions.

(3-1-4) DOBBS

**14. 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

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

307. ECOLOGY
Study of 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 plan growth; and other topics utilizing non-woody plants. Offered in even-numbered years. 
(3-3-4) PATTON

310. FIELD BIOLOGY
Collection and identification of selected kinds of native animals and plants; study of the natural history of selected species; use of the flora and fauna in environmental assessment. 
(3-3-4) PATTON

311. BIOLOGY OF WOODY PLANTS
Study of the identification, distribution, discovery and exploration, 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 antiquity 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. ANIMAL PHYSIOLOGICAL PRINCIPLES
Study of the leading ideas and concepts of the physiology of animals. 
(3-1-4) LEONARD

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

433. EVOLUTION
Facts and concepts of the synthetic theory of organic evolution. Required of all students. A student may not receive credit for both Biology 453 and Biology 455. 
(1-0-1) PATTON

433. SEMINAR IN EVOLUTION
Discussion of invited resource persons’ presentations of facts and concepts of organic evolution. Majors in other departments are invited to participate. A student may not receive credit for both Biology 455 and Biology 453. 
(1-0-1) PATTON

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

HONORS COURSES AND IN-COURSE HONORS
The Department of Biology encourages its students to undertake honors work. For further information, the student is referred to sections on Honors Courses and In-Course Honors in this catalogue.

CHEMISTRY
WILLIAM P. CAVIN, Department Chairman
DONALD A. CASTILLO, JR., W. SCOT MORROW, ROBERT A. PAYSEN, B. G. STEPHENS

Major Prerequisites: Chemistry 123-124, Physics 121, 122 and two semesters of mathematics.

Major Requirements:
In order to allow maximum flexibility in the major and provide for differing professional goals, the chemistry department offers four different major programs.

ALL FOUR PROGRAMS REQUIRE:
Chemistry 201-202 and 211, 212.
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 to do graduate work leading to the M.S. and/or Ph.D. degree in chemistry or who plan to become industrial chemists. These are the courses recommended by the American Chemical Society for a professional chemistry major.
Chemistry 311, 312, 322, 410 and 420.
The prerequisite courses in mathematics must be Math 181, 182.
Chemistry majors who plan to do graduate work are strongly advised to take Math 281, 282 and to acquire a reading knowledge of German.

LIBERAL ARTS CHEMISTRY MAJOR:
Designed for students who prefer greater flexibility in choosing electives within the major. While this program does not meet the recommendations of the American Chemical Society for a professional major, students following this program often continue in graduate work in chemistry or biochemistry or industry.
Chemistry 311, 312 and three electives chosen from Chemistry 301, 302, 322, 410, or 420. The mathematics prerequisite must be Math 181, 182.

CHEMISTRY MAJOR FOR HIGH SCHOOL TEACHERS:
Chemistry 301, 302, 322 and one approved advanced elective (6 sem. hrs.) in chemistry chosen in consultation with the department chairman. The mathematics prerequisite may be met by taking either Math 140, 160 or 181, 182. Additional prerequisites for this program are two semesters of introductory biology courses selected from Biology 123, 124, 221, or 222.
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 elsewhere in this catalogue 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 offered by the chemistry department and may easily be started in the sophomore year. This program is designed to provide a strong background in chemistry for pre-medical or pre-dental students, at the same time satisfying the requirements for medical or dental school. This program fulfills the course requirements for any medical or dental school in the entire country. Chemistry 301, 302 and two approved advanced electives (6 sem. hrs.) chosen in any combination from biology, chemistry, or physics, selected in consultation with the department chairman.
The mathematics prerequisite may be met by taking either Math 140, 160 or 181, 182. Additional prerequisites for this program are two semesters of introductory biology courses selected from Biology 123, 124, 221, or 222.
One of the most important requirements for admission to this program is a serious, declared intention to apply for admission to medical or dental school. This major is designed only for such students. It DOES NOT fulfill requirements for admission to graduate school in chemistry or biochemistry. Students who are undecided between medical or dental school and graduate school are strongly advised to follow the professional (or liberal arts) major, with Chemistry 301, 302 as electives. This would more than adequately meet the requirements for medical school and at the same time provide the background needed for graduate work in chemistry or biochemistry.

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 sections on Honors Courses and In-Course Honors in this catalogue.

121-124. 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 CASTILLO

294+. 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 294+. Prerequisite: Chemistry 123-124 or consent of the department.
(0-3-0) STAFF
280+. SELECTED TOPICS IN CHEMISTRY

Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists 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. BIOCHEMISTRY

A thorough treatment of the molecular basis of cellular structure and function, metabolic organization, bioenergetics and the utilization of genetic information. Prerequisite: Chemistry 202. Recommended: Chemistry 211, 212, Biology 22.

(3-3-4) MORROW

302. PHYSICAL BIOCHEMISTRY

Selected aspects of the analytical and physical chemistry of biomolecules which are especially applicable to the medical and life sciences. Prerequisites: Chemistry 202, Physics I22; Math 140, 160 or 181, 182. Recommended: Chemistry 211, 212, 311.

(3-3-4) MORROW

311. 312. PHYSICAL CHEMISTRY


(3-3-4) each course PAYSEN

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.

(3-3-4) PAYSEN

410. CHEMICAL INSTRUMENTATION

Instruments and methods in absorption and emission spectrometry, gas chromatography, mass spectrometry, radiotrace and electrometric measurements. Prerequisites: Chemistry 211, 212 and 311, 312.

(2-6-4) CASTILLO

420. 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 spectroscopy to organic structure determination. Prerequisites: Chemistry 202, III 212.

(2-6-4) CAVIN

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.

(1-0-3) STAFF

ECONOMICS AND ACCOUNTING

MATTHEW A. STEPHENSON, Department Chairman
KAMRAN APSHAR, HUGH T. ARTHUR, HAROLD W. GREEN, MATTHEW A. HENDERSON

ECONOMICS MAJOR

Major Prerequisites: Mathematics 130, 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

301. 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. Prerequisite: Economics 201.

(3-0-3) STAFF

301. MICROECONOMIC THEORY

An intermediate-level course in the economic analysis of the behavior and relationships of individuals and economic units in a market economy. Prerequisite: Economics 201.

(3-0-3) STAFF

311. MACROECONOMIC THEORY

An intermediate-level course in the economic analysis of the determination of income and employment. Prerequisites: Economics 201, 202, Mathematics 160.

(3-0-3) STAFF

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

311. BUSINESS FINANCE

A study of the corporate financial organization. Prerequisite: Accounting 211.

(3-0-3) STAFF

311. MANAGEMENT

A study of the basic functions of administration — planning, organizing, directing and controlling.

(3-0-3) STAFF

96
372. BUSINESS LAW
A study of basic legal principles applying to the conduct of business operations.
(3-0-3) HENDERSON

401. INTERNATIONAL ECONOMICS
A study of the theory of international specialization and exchange, the mixing of international payments, and the relation of international transactions to total income. Prerequisites: Economics 201, 202.
(3-0-3) ARTHUR

412. PUBLIC FINANCE
(3-0-3) AFSHAR

422. MONEY AND BANKING
A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System and the theory and objectives of monetary policy. Prerequisites: Economics 210, 212.
(3-0-3) AFSHAR

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 regulations of business and antitrust policy. Prerequisites: Economics 201, 202.
(3-0-3) STAFF

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) STAFF

480. SPECIAL TOPICS IN ECONOMICS
Topics may vary from year to year.
(1-0-3) STAFF

ACCOUNTING MAJOR

Major Prerequisites:
Mathematics 130, 160; Computer Science 110; Economics 201, 202; Accounting 211, 212.

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

211. FINANCIAL ACCOUNTING
Fundamental processes of recording, classifying, summarizing and interpreting business activity with emphasis on corporate organizations.
(3-0-3) STAFF

212. MANAGERIAL ACCOUNTING
Preparation and utilization of financial data for internal management purposes. Prerequisite: Accounting 211.
(1-0-3) STAFF

920. PERSONAL FINANCE
A study of the financial and economic problems faced by most individuals; includes such topics as credit, taxation, investments, insurance, budgeting, real estate, and banking.
(3-0-3) GREEN

926. FEDERAL INCOME TAX
A study of the Internal Revenue Code and its application to individual returns.
(3-0-3) GREEN

351. INTERMEDIATE ACCOUNTING I
Emphasis on accounting theory and concepts, relating to net working capital, intangibles and plant assets. Prerequisites: Accounting 211, 212.
(3-0-3) STAFF

352. INTERMEDIATE ACCOUNTING II
A continuation of Accounting 351; study of accounting theory relating to the

*Offered in summer school only; does not count toward the Economics major or the Accounting major.
capital structure of the business corporation, price level changes, funds, flow state-
ments, and related matters. Prerequisites: Accounting 211, 212.
(3-0-3) STAFF

452. COST ACCOUNTING
Basic consideration of cost principles and procedures applicable to manufacturing
operations with emphasis on analytical and decision-making purposes. Prerequisite:
Accounting 212.
(3-0-3) STAFF

461. ADVANCED ACCOUNTING
Theories and techniques applicable to specific situations; such as business combina-
tions, liquidations, consolidated statements, and governmental agencies. Prere-
quises: Accounting 351, 352.
(3-0-3) STAFF

462. AUDITING
Fundamental principles and practices of internal and external auditing. Prer-
quiste: Accounting 461.
(3-0-3) GREEN

471. TAX ACCOUNTING
Theory and practice of federal income taxation for individuals and corporations.
Prerequisites: Accounting 211, 212.
(3-0-3) STAFF

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

EDUCATION
DAVID H. PRINCE, Department Chairman
L. HARRIS CHEWNING, JR., EDWARD R. MINUS, PHILIP N. RACINE,
DUANE A. STOBER

There is no major in education, but these courses are required to complete the teacher education program: Education 200, Psychology 100 or 321, Educational Psychology 322 or Education 326, Education 331, and Education 409-410. For a full statement regarding teacher education, see the section in this catalogue on the program.

200. FOUNDATIONS OF EDUCATION
A study of the purposes, administrative organization, and operation of the educa-
tion program of the school. Observation experience in the public schools to be taken in the sophomore year. Prerequisite to all other education courses.
(3-0-3) STAFF

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

110. THE TEACHING OF READING
Theories, methods, and materials for teaching reading on the secondary level.
Special attention to diagnosis of reading disabilities and to remedial techniques and
programs. Tutorial component for practical experience. Required of English
major majors. Recommended for all teacher-education students.
(3-0-3) MINUS

312. EDUCATIONAL MEASUREMENT
A study of evaluation techniques used in the public schools.
(3-0-3) PRINCE

326. HISTORY, PHILOSOPHY, AND PRINCIPLES OF AMERICAN
EDUCATION
The historical and philosophical development of American education and its un-
derlying principles.
(3-0-3) RACINE

322. EDUCATIONAL PSYCHOLOGY
Psychological principles applied to classroom learning.
(3-0-3) PRINCE

351. PRACTICUM IN SECONDARY SCHOOL METHODS
Observation and participation in the instructional program of a public school under
the supervision of a classroom teacher and a college supervisor from the student's
major department. Seminars, assigned readings, and attention to methods used will
supplement the school experiences. To be taken in the Interim of the junior year.
Prerequisites: Education 200 and Psychology 300 or 321.
(4-0-4) STAFF

364. ADOLESCENT LITERATURE
Principles for selection of works of literature appropriate for study at various levels
in secondary schools; methods of teaching such works, including use of various
media; analytical discussion of specific works from major genres. Required of
English teaching majors.
(4-0-3) CHEWNING

409-410. STUDENT TEACHING
Observation and participation in local schools during the fall semester and full-time
teaching experience during the Interim under the supervision of classroom teachers,
the education faculty, and the faculty of the student's teaching area. To be taken in
the senior year. Prerequisites: Education 200, Psychology 300 or 321, Educational
Psychology 332 or Education 326, and Education 333.
(4-0-6) total PRINCE

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

419. ADVANCED THEORIES AND TECHNIQUES
IN DRIVER EDUCATION
Prerequisites: Six semester hours in education and Education 418; or by permission
of the instructor. Must have a valid state driver's license.
(3-0-3) STOBER
CURRENT PROBLEMS IN EDUCATION
Selected educational problems will be identified and discussed, and solutions explored. (3-0-3) STAFF

ENGLISH LANGUAGE AND LITERATURE
L. Harris Chewning, Department Chairman
JEANNE CARRIERE, DENNIS M. DOOLEY, VIVIAN FISHER, EDMUND HENRY, VINCENT E. MILLER, EDWARD R. MINUS, LINDA POWERS

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, 337.
III. 321, 322, 339.

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

100. READING FOR MEANING
This course will offer instruction and practice in the skills that are essential for understanding textbooks and other kinds of factual prose. There will be no emphasis on "speed reading" but considerable emphasis on efficient reading for the sake of learning. Does not apply toward fulfillment of general or major requirements. (3-0-3) MINUS

101. COLLEGE COMPOSITION
This course offers a practical review of those elements of mechanics, grammar, and style that are most relevant to the writing of effective and attractive expository prose. The course will begin on the level of words and sentences, will move to paragraphs, to letters and reports, and then to short essays. Students will read and analyze the writing of contemporary prose stylists whose work can usefully serve as models. 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 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

203. 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) CARRIERE

204. ENGLISH LITERATURE OF THE RESTORATION AND THE SEVENTEENTH CENTURY
Study of important works from the literature of this period, selected from satire (poetry and prose), essay, lyric, biography, and the novel. The chief authors studied will be Dryden, Swift, Pope, Fielding, Gray, Johnson, and Boswell. (3-0-3) CARRIERE

205. ENGLISH LITERATURE OF THE RESTORATION AND THE EIGHTEENTH CENTURY, 1660-1800
A study of important works from the literature of this period, selected from satire (poetry and prose), essay, lyric, biography, and the novel. The chief authors studied will be Dryden, Swift, Pope, Fielding, Gray, Johnson, and Boswell. (3-0-3) HENRY

206. 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

207. 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

208. 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

209. CHAUCER
Study of Chaucer's major poetry, with some attention to the medieval background and to Chaucerian criticism. (3-0-3) CARRIERE
313. SHAKESPEARE (EARLY PLAYS)
Study of the principal plays of the first half of Shakespeare's career, including representative romantic comedies and histories. Lectures and reports on his Elizabethan background.
(3-0-3) CHEWNING

314. SHAKESPEARE (LATER PLAYS)
Study of the principal plays of the latter half of Shakespeare's career, including 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

321. AMERICAN LITERATURE TO THE CIVIL WAR
A survey of American Literature, from its beginning to the Civil War, with emphasis on the major writers.
(3-0-3) DOOLEY

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

332. 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 343 course is not prerequisite to 344.
(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) POWERS

352. WORKSHOP IN THE WRITING OF FICTION AND POETRY
The primary focus will be on the writing of short stories and poems. Other forms (drama, essay, and novel) will be secondary. A student may 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) MILLER

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

354. TECHNICAL WRITING
A practical course in writing and analyzing material typical of business, industry, and the professions. Examples: reports, instructions, letters, memoranda.
(3-0-3) FISHER

410. TEACHING OF COMPOSITION
A summer-school course for experienced teachers and teacher-certification candidates. Presentation and discussion of principles of composition (grammar, mechanics, and style) and methods of teaching writing skills to secondary-school students.
students. Writing and revision of a variety of papers to improve the participants' own writing skills and competence in teaching composition.
(3-0-3) CHEWNING

452. SEMINAR IN WRITING
Composition, criticism, and revision of papers of various kinds, to develop excellence in substance, organization, and style.
(3-0-3) MINUS

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.
DAN MINCARELLI, LINDA POWERS

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 techniques available in the two-dimensional surface. Two four-hour studio sessions per week for a total of three semester hours credit. Students will supply their own materials.
(0-8-3) STAFF

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

303. ORIENTAL ART
A survey of the art of the Orient, including major periods and examples in China, India and Japan, studied against their cultural and historical background.
(3-0-3) STAFF

350. SCULPTURE
A course allowing the student to work in certain three-dimensional media and techniques. Students will supply their own materials.
(0-5-2) STAFF

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

MUSIC
400. MEN'S 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.
(2-1-1) BILANCHONE

401. MIXED ENSEMBLE
The study of choral literature for mixed voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, annual Madrigal Dinner, and a spring tour. Permission of the Director.
(2-1-1) BILANCHONE

200. THE BAND
The study of band literature with emphasis on stage and band training. Additional activities include pep band for sports events and the Mardi Gras parade. Permission of the Director.
(2-1-1) MINCARELLI

201. THE UNDERSTANDING OF MUSIC
An introduction to the art of perceptive listening. A general survey of music from the Renaissance 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 vocal/instrumental instruction is offered while enrolled in one of the music ensembles.
(1-0-1) MINCARELLI

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

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

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

* A minimum of eight (8) credit hours can be earned in one or a combination of the applied music courses.
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 its various forms of 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, or playwriting, under the direction of the instructor. At least one laboratory and major productions required. A maximum of 3 hours may be earned in Theatre 450. (0-3-1) GROSS

451. MEDIA PRODUCTION TECHNIQUES
A practical course in producing videotape, slides and sound presentations and overhead transparencies to be used as communications and/or educational tools. Students will define objectives, write scripts, make storyboards, plan shooting, and assemble finished productions. (2-3-3) POWERS

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) STAFF

FOREIGN LANGUAGES
JOAQUIN F. DEVELASCO, Acting Department Chairman
PAUL CARR, JACQUES C. B. FORBES,
TA-TSENG LING, WILLIAM W. MOUNT, JR., DENNIS WISEMAN

Major Prerequisites:
Completion of course 103 (or the equivalent) of each language of concentration selected for advanced study.

Major Requirements:
Twenty-two semester hours above course 103 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 or her junior year abroad studying in a country where the language of concentration is native. All major programs must have the approval of the department chairman.

Course Prerequisites:
For courses numbered 203: course numbered 103 or two years of high school of the language selected.
For courses numbered 300 or above: course numbered 203 of the language selected, or its equivalent.
For Chinese and Greek: the prior semester as appropriate.

400+ SPECIAL TOPICS IN A FOREIGN LANGUAGE
Special topics courses in Chinese, French, German, Greek, or Spanish 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. (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

301-302. INTERMEDIATE CHINESE
Reading of selections from standard prose writers. Chinese calligraphy: advanced conversation. (3-0-3) each semester LING

FRENCH
103. BEGINNING ACTIVE FRENCH
A comprehensive introduction to the language. Emphasis on structure and communicative skills through concentrated drilling and dialogues. For students with very limited or no background in French. (4-1-4) STAFF

301, 302. INTERMEDIATE ACTIVE FRENCH
An intensive review of the language. Oral practice, grammar review, reading. Emphasis is placed on correct standards of speaking and reading. (4-1-4) STAFF

301, 302. CONVERSATION AND COMPOSITION
Conversation and composition based on readings from modern writers. Conducted in French. (3-0-3) each course STAFF

333. 344. GENERAL VIEW OF FRENCH LITERATURE
Lectures, rapid reading of representative works; history of literature; reports. (1-0-3) each course STAFF
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 STAFF

GERMAN

103. BEGINNING ACTIVE GERMAN
A comprehensive introduction to the language. Emphasis on structure and communicative skills through concentrated drilling and dialogue. For students with very limited or no background in German.
(4-1-4) STAFF

203. INTERMEDIATE ACTIVE GERMAN
(4-1-4) STAFF

301, 302. CONVERSATION AND COMPOSITION
Intended to drill the student in the application of grammar and the idiomatic usage of German.
(3-0-3) each course FORBES

305, 306. 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

105. INTENSIVE ELEMENTARY GREEK
An introduction to classical Greek grammar with exercises and selected readings.
(4-0-4) MOUNT

201-202. INTERMEDIATE GREEK
Review of grammar and extensive reading from classical and Hellenistic writers, including the New Testament, for the purpose of developing reading facility.
(3-0-3) each semester MOUNT

353, 354. READINGS IN GREEK LITERATURE
Reading and detailed study of selected works in Greek. Readings to be determined by consultation.
(3-0-3) each course MOUNT

SPANISH

103. BEGINNING ACTIVE SPANISH
A comprehensive introduction to the language. Emphasis on structure and communicative skills through concentrated drilling and dialogue. For students with very limited or no background in Spanish.
(4-1-4) STAFF

203. INTERMEDIATE ACTIVE SPANISH
(4-1-4) STAFF

302. CONVERSATION AND COMPOSITION
Conversation and composition based on readings from modern prose writers. Conducted in Spanish.
(1-0-3) each course STAFF

333, 334. GENERAL VIEW OF SPANISH-AMERICAN LITERATURE
Readings of representative works from many countries covering the first chronicles of Spanish America, the Colonial Period, the writers of independence, the Romantic Period, the Modernistic Period, and the contemporary currents in literature. Lectures; reports. Conducted in Spanish.
(3-0-3) each course DeVELASCO

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

371. GENERAL VIEW OF SPANISH LITERATURE
Readings of representative works of Spanish Literature from the beginning to the present. Analysis and comments of the different literary periods; lectures; history of literature; outside readings; reports. Conducted in Spanish.
(3-0-3) each course STAFF

381, 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. Conducted in Spanish.
(3-0-3) each course STAFF

393. ROMANTICISM IN SPANISH-AMERICAN LITERATURE
Origins, development, themes, spirit, and styles of the literature of the period. Lectures; history of literature; outside readings; reports. Conducted in Spanish.
(3-0-3) DeVELASCO

394. MODERNISM IN SPANISH-AMERICAN LITERATURE
Selections of the most representative poets of the period; general study of the poetry: lectures; history of literature; outside readings; reports. Conducted in Spanish.
(3-0-3) DeVELASCO

GEOL OGY

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 few 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 the 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 it may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.
(3-4-4) HARRINGTON

400. GEOGRAPHY—REGIONAL STUDIES
This is an interdisciplinary elective in which the advanced student blends the knowledge and interest gained in his or her major field with the methodology of earth science. The continent of North America is analyzed in terms of its regional divisions of similar structure, geologic history, physiography and climate. Project work in various other regions of the world expands the scope of study utilizing the same principles. Much of the data is assembled from original sources which will introduce the student to an unfamiliar literature. This course is designed as a bridge between the two cultures of the scientist and the humanities.
Registration by permission of the instructor.
(3-0-3) HARRINGTON

GOVERNMENT
LINTON R. DUNSON, Department Chairman
CLARENCE L. ABERCROMBIE, III, TA-TSENG LING, JOHN L. SEITZ

Major Requirements:
Government 201 and 202 in sequence, must be taken before other courses. Eighteen semester hours are required beyond Government 201 and 202. Within the eighteen hours, the following distribution requirement must be met:
Six semester hours in Division B (International Relations and Comparative Government) including either Government 340 or Government 345.
Three semester hours in Division C (Political Theory).

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

400. INDEPENDENT STUDY
Intensive guided study and research on selected topics in any field of political science. The instructor, in consultation with the student, will establish the subject for study and the requirements. Enrollment normally is limited to seniors majors of high academic standing. Admission with the permission of the instructor.
(3-0-0) DUNSON

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

310. 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

330. THE EXECUTIVE BRANCH
A study of the powers of the President of the United States with emphasis on the President's relationship with the public, the bureaucracy, and the Congress.
(3-0-3) SEITZ

334. THE LEGISLATIVE BRANCH
A study of the Congress of the United States with emphasis on its relationship with the public, interest groups, and the President.
(3-0-3) SEITZ

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

420. AMERICAN FOREIGN POLICY
A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.
(Also counts in Division B.)
(3-0-3) SEITZ

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.
(3-0-3) STAFF

498. AMERICAN NATIONAL, STATE, AND LOCAL GOVERNMENT
A survey of the American governmental system covering the structure, powers, and interrelationships of the national, state and local governments. Offered only in summer school.
(3-0-3) DUNSON
DIVISION B: INTERNATIONAL RELATIONS AND COMPARATIVE GOVERNMENT

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

345. INTERNATIONAL CONFLICT
A study of war and the use of force in international affairs with emphasis on the causes of international conflict.
(3-0-3) SEITZ

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

356. 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

380. GOVERNMENTS OF LATIN AMERICA
An examination of the governmental institutions, political processes, and international relations of selected Latin American states in historical and cultural perspective.
(3-0-3) 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.
(3-0-3) STAFF

DIVISION C: POLITICAL THEORY

346. POLITICAL SOCIOLOGY
An inquiry into the origins of the state, the structure of political institutionalization, and the bases of legitimate authority.
(3-0-3) ABERCROMBIE

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

HISTORY

LEWIS P. JONES, Department Chairman
ROSS H. BAYARD, JOSEPH H. KILLIAN, JOAB M. LESSENE, JR., PHILIP N. RACINE, THOMAS V. THOROUGHMAN

Major Prerequisites: History 101, 102.

Major Requirements:
A major consists of twenty-one semester hours. In addition, all majors must pass History 265, and must complete a special senior reading program. Within the department, there is a distribution requirement for majors that they include (a) at least 9 semester hours in American history; (b) at least 3 semester hours in early European history (330, 340, 350); (c) at least 3 semester hours in modern European history (360, 370, 380, 381, 382). If majors elect the American history survey (203, 204), they may count only 3 semester hours of it toward the major requirement. Majors are also encouraged to include some work in non-Western history (courses in the 390s).

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

111. HISTORY OF MODERN WESTERN CIVILIZATION SINCE 1815
A continuation of History 110, bringing the survey down to the present.
(3-0-3) STAFF

120. HISTORY OF THE UNITED STATES (I):
JAMESTOWN TO THE CIVIL WAR
A survey of American history, dealing with political, economic, and social development until the era of the Civil War.
(3-0-3) JONES, KILLIAN, RACINE

121. HISTORY OF THE UNITED STATES (II):
SINCE THE CIVIL WAR
A continuation of History 203. (Note: these are introductory courses open to all students.)
(3-0-3) JONES, KILLIAN, RACINE

129. CONTEMPORARY AFFAIRS IN PERSPECTIVE
A study of recent and modern problems and trends, with the goal of seeking some understanding of the complexity of the contemporary world. Reading in periodicals and recent publications. Not a "current affairs course"—the events of the day. Open to all students. Does not count toward history major.
(3-0-3) BAYARD, JONES

135. 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

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

306. CONTINUATION OF HISTORY 305 FROM ABOUT 1800 TO PRESENT
   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

311. AMERICAN SOCIETY, 1763-1860
   A study of the everyday life of most, and of the ideas of a few, Americans.
   (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 THE WESTERN WORLD
   The history of the city in the West with emphasis on a comparison of the European and American urban experiences from the Industrial Revolution. Special attention is given to comparative twentieth century urban planning.
   (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

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

321. AMERICAN COLONIAL SOCIETY
   A study of the life of American colonials as family members, as residents of a colony, and as citizens of the British Empire.
   (3-0-3) RACINE

322. FOUNDING OF THE NATION
   An in-depth examination of some of the factors which formed the new nation of the United States, 1763-1848. Emphasis and course content vary.
   (3-0-3) JONES, KILLIAN, RACINE

323. FOUNDATIONS OF MODERN AMERICA
   A survey of topics in the history of the United States from 1850 to 1915, emphasizing the impact of industrialization and urbanization on the political, diplomatic, economic, and social fabric of American society.
   (3-0-3) JONES, KILLIAN, RACINE

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

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 consideration 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

390. TROPICAL AFRICA SINCE 1870
   A survey which deals with a significant area of the world. Included in this
   are such matters as the geography of the region, the impact of European
   imperialism, the growth of nationalism, the establishment of nation states and the
   problems faced by those new states in the contemporary era.
   (3-0-3) BAYARD

392. RUSSIA SINCE PETER THE GREAT
   A survey of the growth of modern Russia, both geographically and politically.
   Beginning with the westernization of Russia under Peter the Great, the survey
   reviews domestic and foreign policies in the 18th and 19th centuries. The focus
   of the twentieth century is upon the Communist Revolution and its impact upon the
   nation, its policies and its international relations.
   (3-0-3) BAYARD

400. 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 reading, and to produce 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

406. INDEPENDENT STUDY IN EUROPEAN HISTORY
   Same as History 400, 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. Sub-
181. CALCULUS 1
A study of the theory and applications of the derivative with an informal introduction to the integral. Prerequisite: a good knowledge of high school algebra.
(1-0-3) STAFF

182. CALCULUS 2
A study of the theory, technique, and applications of the integral and the development and applications of the transcendental functions. Prerequisites: Calculus 1 and trigonometry.
(1-0-3) STAFF

240. FOUNDATIONS OF MATHEMATICS
An introduction to the language and thought forms of mathematics. Topics include informal theorem proving, logic and set theory, relations and functions, and axiomatic development of the real numbers.
(1-0-3) ROBINSON

281. CALCULUS 3
Additional topics in one-variable calculus including polar coordinates, infinite series, improper integrals, and vectors. Prerequisite: Calculus 2.
(1-0-3) STAFF

282. CALCULUS 4
The geometry of three dimensional space and the calculus of functions of several variables. Prerequisite: Calculus 3.
(1-0-3) STAFF

320. LINEAR ALGEBRA
The theory of finite dimensional vector spaces, linear transformations, and matrices with applications to such problems as linear programming, Markov chains, game theory, and population growth. Prerequisite: Math 182.
(1-0-3) BELL

340. DIFFERENTIAL EQUATIONS
Theory and applications of first and second order differential equations with both analytical and numerical solution techniques. Prerequisite: Math 281.
(1-0-3) BELL

360. NUMBER THEORY
A study of the properties of the positive integers. Topics include divisibility, congruences, primes and their distribution, number theoretic functions, and famous problems in number theory. Prerequisite: Math 240 or instructor's permission.
(1-0-3) ROBINSON

380. GEOMETRY
A study of the foundations of Euclidean geometry with special emphasis on the role of the parallel postulate. An introduction to non-Euclidean (hyperbolic) geometry and its philosophical implications. Prerequisite: Math 240 or instructor's permission.
(1-0-3) ROBINSON

421. 422. ABSTRACT ALGEBRA
The axiomatic development of algebraic systems, specifically groups, rings, integral domains, fields, and vector spaces. Prerequisites: Math 182 and Math 240 or instructor's consent.
(1-0-3) each course HAGGLUND

441. 442. MATHEMATICAL ANALYSIS
A rigorous study of the fundamental concepts of analysis. Topics include limits, continuity, differentiability, the Riemann integral, power series, and the elementary functions. Prerequisites: Math 281 and Math 240 or instructor's consent.
(1-0-3) each course HAGGLUND

512. TOPOLOGY
An introduction to point set topology via the Socratic method. Students will develop the theory of topological spaces, connectedness, compactness, separation, product spaces, etc. Prerequisite: consent of the instructor.
(1-0-3) each course BELL

481+. SPECIAL TOPICS IN MATHEMATICS
Advanced topics in undergraduate mathematics offered occasionally to meet special needs. Courses include complex variables, numerical analysis, operations research, engineering mathematics, and mathematical modelling.
(1-0-3) each course STAFF

MILITARY SCIENCE
LTC ROY BENSON, JR., PMS and Department Chairman
MAJ. NELSON G. COLLARD, JR., CPT. CHARLES L. BRINKLEY,
CPT. JOHN A. MACEL, JR., CPT. SALVATOR L. MAZZA,
MSG JIMMIE W. SPENCER, SFC PETER J. MEDUNA

There is no major in Military Science. Military Science is divided into a Basic and an Advanced Program. Satisfactory completion of six semester hours in the Basic Program, 90 contact hours, substitute military experience, or three years of JROTC, qualifies the student for the Advanced Program. Successful completion of the Advanced Program, together with a college degree, qualifies the graduate for either a Reserve or Regular commission as a Second Lieutenant in the United States Army. Advanced Program students are required to participate in the weekly military science laboratory. Students in the Basic Program are encouraged to participate in the military science department's adventure training.

BASIC PROGRAM
101. ORGANIZATIONAL LEADERSHIP
Emphasizes a functional approach to the study of leadership. Primary concentration will be placed on military leadership, defined as the process of influencing human behavior in order to accomplish the mission of the organization.
(1-0-1) MACEL
102. BASIC MAP READING
Provides the student with a working knowledge and understanding of the fundamentals of military map reading.
(1-0-1) BRINKLEY

103. INTRODUCTION TO SMALL ARMS
Introduction to basic rifle marksmanship and selected weapons currently used by the U.S. Army. The student will be taught the fundamentals of marksmanship, assembly and disassembly of military weapons, and the procedures used to operate a military or civilian rifle range.
(1-0-1) MEDUNA

201. MILITARY HISTORY
Study of selected major battles to illustrate aspects of tactics, logistics, weapons, and operational and strategic patterns. Relations to the past and present will be emphasized with additional emphasis on command decisions of leadership techniques.
(2-0-2) MACEL

202. THE THREAT AND THE MODERN BATTLEFIELD
A study of the modern battlefield to include personnel, equipment, weapons, tactical deployment of Warsaw Pact Nations, and the sophistication and lethality of modern weapons. The course will culminate with instruction on current U.S. Army tactical doctrine which will allow for the accomplishment of the Army's primary mission — winning the land battle against numerically superior enemy forces.
(2-0-2) BRINKLEY

203. SMALL UNIT TACTICS
An introduction to small unit tactics and techniques. Subjects to be covered will be the squad and its organization, the duties of its members, and the fundamentals of rifle squad combat operations. The course will also include an introduction to unconventional warfare and related topics.
(2-0-2) SPENCER

390. SPECIAL TOPICS ON NATIONAL DEFENSE STRUCTURE
An orientation to military decision making for students not planning to serve in the military. Open only to juniors and seniors who have not had other military science courses.
(3-0-3) STAFF

ADVANCED PROGRAM

301. MILITARY SCIENCE
A study of squad and platoon level tactics, the Soviet military threat, combat intelligence, and 81mm mortar gunnery. Weekend field exercises. Mandatory military science laboratories.
(3-1-3) MAZZA

302. MILITARY SCIENCE
Presentation of problems in small unit leadership, methods of instruction, branches of the Army, and military wire and radio communications. Weekend field exercises. Mandatory military science laboratories.
(3-1-3) MAZZA

401. MILITARY SCIENCE
A study of the U.S. Army training management system, military law and company administration. A staff planning exercise will be conducted in conjunction with the fall FTX to reinforce previous learning objectives. Weekend field exercises. Mandatory military science laboratories.
(3-1-1) COILLARD

402. MILITARY SCIENCE
A study of the U.S. Army's logistics/management systems, the division, organizational effectiveness, Geneva/Hague Conventions and the Code of Conduct. This course will also provide the student with a basic knowledge required to make a smooth transition into military life. Weekend field exercises. Mandatory military science laboratories.
(3-1-1) COILLARD

PHILOSOPHY

JAMES A. KELLER, Department Chairman
DANIEL H. HANK, 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 any 200-level philosophy course, a student may take any 300-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

206. REASONING AND CRITICAL THINKING
A course aimed at developing the student's ability to evaluate arguments and other informative prose and to construct his own arguments with greater cogency and effectiveness. The course does not employ any of the techniques of formal logic. Offered every year.
(3-0-3) KELLER
112. SOCIAL ETHICS
A consideration of practical problems and alternative solutions incident in life's struggle for survival in our modern world. Offered every year.
(3-0-3) HUDGINS

310. AESTHETICS
A Philosophy of Criticism. A study of some fundamental issues in aesthetics with particular reference to the fields of literature, painting, and film. Problems discussed include the role of standards in criticism, aesthetic judgment, interpretation, and evaluation in the arts; meaning in the arts, art and truth, and the arts and morality. Offered in 1979-80.
(3-0-3) HUDGINS

311. PRINCIPLES OF ETHICS
A study of diverse value systems. Offered in 1980-81.
(3-0-3) HUDGINS

312. FORMAL LOGIC
An introduction to the techniques of modern formal logic, including Venn diagrams, propositional calculus, and first-order polyadic predicate calculus. Offered every semester on an auto-tutorial basis. Interested students should consult with the instructor.
(3-0-3) KELLER

313. PHILOSOPHY OF THE NATURAL AND SOCIAL SCIENCES
An examination of the methods and aims of scientific inquiry; analysis of such topics as the nature of theories, models, laws, facts, and objectivity in science. The course will include the natural and the social sciences and will consider the relation between them. Offered in 1979-80.
(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. Offered in 1979-80.
(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. Offered in 1979-80.
(3-0-3) KELLER

347. METAPHYSICS
An examination of attempts to interrelate diverse elements in our experience and to gain a perspective on the world as a whole. Offered in 1980-81.
(3-0-3) KELLER

348. EPistemology
An examination, within the analytic tradition, of the possibilities of knowledge; the justification of belief, and the nature of our contact with reality. Offered in 1979-80.
(3-0-3) KELLER

351. ANCIENT AND MEDIEVAL PHILOSOPHY
A study of the first 2000 years of philosophy, from the beginnings in myth and poetry, to the classical philosophies of Plato and Aristotle. The transition of Platonism to the rich medieval systems of Augustine and Aquinas. Attention will be paid most to the coherence and, for its time, appropriateness, of each thinker's system. Offered in 1980-81.
(3-0-3) HANK

352. EARLY MODERN PHILOSOPHY
A study of modern philosophy beginning with the rationalists — Descartes and Leibniz — and the empiricists — Berkeley, Locke, and Hume — and extending to their attempted synthesis in Kant and post-Kantian German Idealism. Offered in 1980-81.
(3-0-3) HANK

353. CONTEMPORARY CONTINENTAL PHILOSOPHY
A tracing of philosophy in Europe, mainly Germany (i.e., not Sartre and Camus), from the influence of Husserl to the later Heidegger and current thinking in semantics and hermeneutics. Offered in 1979-80.
(3-0-3) HANK

464. CONTEMPORARY TOPICS
A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Any 300-level course in philosophy or permission of the instructor. Offered every year.
(3-0-3) STAFF

PHYSICAL EDUCATION
DIANE STOBER, Department Chairman
EUGENE F. ALEXANDER, LADSON G. CUBBAGE, JR., L. WAYNE EARHARDT,
WILLIAM G. PARKER, JOHN W. PILLEY,
GEORGE F. SASSER, G. KELLY SPARGER

There is no major in Physical Education.

Students will receive two semester hours of credit toward graduation for P.E. 101 and 102. All other offerings are service courses primarily for students preparing to enter the field of athletic coaching and teaching; they do not count toward graduation.

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

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

210. COACHING FOOTBALL AND BASKETBALL
Theory and techniques of coaching high school students.
(3-2-1) SASSER, EARHARDT

220. COACHING BASEBALL, TRACK, AND SOCCER
Theory and techniques of coaching high school students.
(3-2-1) STAFF
310. HEALTH EDUCATION
Course meets the requirement for teacher certification.
(3-0-3) STOBER

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

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

340. ORGANIZATION AND ADMINISTRATION OF HEALTH, PHYSICAL EDUCATION, AND ATHLETICS
Principles and problems of practical training in directing secondary school health, physical education and athletic team programs.
(3-2-3) STOBER

410. COACHING OF TENNIS
Theory and techniques of coaching high school students.
(3-3-3) STAFF

420. COACHING OF GOLF
Theory and techniques of coaching high school students.
(3-3-3) STAFF

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
DAN W. OLDS, Chairman
DAN W. WELCH

Major Prerequisites: Physics 121, 122

Major Requirements:
The physics department offers three major programs to help prepare for a variety of careers. All these majors require Physics 253 and two semesters of Physics 371+. Any physics course beyond General Physics may be counted toward any of the majors.

Liberal Arts Major: A terminal major for those who have an interest in physics but will pursue another career after graduation. A major in physics will reinforce habits of careful thinking useful in any career. The additional course requirements are:
    Physics 253, two semesters of Physics 371+, and Physics 340, plus 16 more hours which must include at least 9 hours in physics and may include courses selected from Philosophy 323, Geology 400, Math 140 and Computer Science courses.
    Related work includes the second science courses required for the B.S. degree and Math 281, 282.

Industry/Education Major: A major for those who plan to attend graduate school in a field other than physics or for those who plan immediate employment in industry, government, public schools, etc. (Those who plan certification to teach in secondary schools should also see the Teacher Education Handbook.) The course requirements are:
    Physics 253, two semesters of Physics 371+, Physics 261, 331, and 206, plus 12 more hours selected from other physics courses and Computer Science 200.
    Related work includes the second science courses required for the B.S. degree, Math 181, 182, 281, 282, and Computer Science 110.

Preprofessional Physics Major: A major for those who plan to enter graduate school in physics in preparation for a career in the field. The course requirements are:
    Physics 253, two semesters of Physics 371+, Physics 261, 331, 431, and 432, plus 12 semester hours selected from other physics courses.
    Related work includes the second science courses required for the B.S. degree, Math 181, 182, 281, 282, at least one more semester of advanced math, and Computer Science 110.

121, 122. GENERAL PHYSICS
A study of mechanics, heat, light, sound, electricity, magnetism and modern physics. Prerequisite: Math 160.
(3-1-4) each course STAFF

206. ELECTRONICS
An elementary course in the principles of electronic devices, circuits and instruments intended for students of science who desire some understanding of the electronic instrumentation they use. Prerequisite: Physics 121
(3-1-4) STAFF

208. ASTRONOMY
A survey course in astronomy which includes observational astronomy, a study of the solar system, structure and evolution of stars and galaxies, and cosmology. Prerequisite: none
(3-0-3) STAFF

253. MODERN PHYSICS
A study of the major developments in physics since 1895 with emphasis on the atom, the nucleus, and "elementary particles." Prerequisites: Physics 121, 122. (3-0-3) STAFF

126
261. MECHANICS
Classical vector Newtonian analytical mechanics. Vector notation is introduced. Particle kinematics is discussed. Newton's laws of mechanics are stated and applied in several situations including rectilinear particle dynamics (especially collisions), general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanics of rigid bodies. Prerequisites: Physics 121, 122, and Math 182.
(3-0-3) STAFF

272. THERMODYNAMICS
This course deals with the development and applications of basic concepts as methods useful in the understanding of thermal phenomena. The approach is divided into three basic branches: classical thermodynamics, kinetic theory, and statistical mechanics. Prerequisites: Physics 121, 122, and Math 182.
(3-0-3) STAFF

331. ELECTRICITY AND MAGNETISM
The subject of this course is the physics and mathematics of the classical description of the electro-magnetic field and includes the experimental and theoretical background for each of Maxwell's equations, the equation of continuity and the associated fields in the presence of matter. Prerequisites: Physics 261 and Math 182.
(3-0-3) STAFF

340. CONTEMPORARY PHYSICS
This course will involve the student in reading articles on selected topics in the current physics literature in the library, and will include an introduction to the structure of the physics literature as well as introduce physics topics of current interest and topics with significant relationship to life outside the laboratory. A term paper is required. Prerequisite: Physics 253.
(3-0-3) STAFF

342. OPTICS
This course presents and demonstrates the proper use of several alternative modes of the electromagnetic spectrum including the ray model, the wave model and the quantum model. Prerequisite: Physics 331.
(3-0-3) STAFF

354. SOLID STATE PHYSICS
This course is a study of interatomic binding, properties of crystalline solids, electrons in metals, and semiconductors. Prerequisite: Physics 253.
(3-0-3) STAFF

371. ADVANCED LABORATORY
A series of four semesters of experiments and projects covering some of the basic experimental skills that a physics major should have. These include the use of oscilloscopes, voltmeters, ammeters, some familiarity with shop tools and procedures, laboratory record keeping and report writing, and knowledge of ways in which basic physical quantities are measured. Prerequisites: Physics 121, 122.
(0-3-1) STAFF

431. 442. THEORETICAL PHYSICS
This course, designed for students planning to attend graduate school in physics, is to be taken in the senior year at Wofford. Such students should consult with the instructor during the previous semester and thus influence the choice of topics and textbook. Prerequisites: Math 282, Physics 253, 261, and 331.
(3-0-3) each course STAFF

480. RESEARCH
A semester of active participation in one of the research projects currently conducted by the faculty. The student will be expected to spend a minimum of six hours per week in reading and laboratory work in connection with the project and write a detailed research report to be retained by the faculty member. Prerequisite: permission by instructor.
(0-3-2) STAFF

481. SPECIAL TOPICS IN PHYSICS
An independent study course, allowing opportunity for library research and term paper writing. The subject must be some topic in physics and be treated at the advanced undergraduate level. Prerequisite: permission of instructor.
(0-3-2) STAFF

COMPUTER SCIENCE
110. COMPUTER USE
An introduction to the use of the Wofford College Computer Center and to elementary computer programming. Students will learn to use the equipment, system commands, and library programs, and to write simple computer programs using the BASIC language. Those who successfully complete this course should be able to use the computer as a tool in other courses. Meets for the first one-third of the semester only. Prerequisite: none.
(3-0-3) STAFF

120. PROBLEM SOLVING AND COMPUTER SCIENCE
This course is a continuation of Computer Science 110 and a knowledge of the material covered is assumed. This course will introduce additional programming techniques and emphasize problem analysis and algorithm construction. Through class demonstrations and practice problems, the students will gain experience in analyzing problems into components, devising a sequence of steps which will solve each component problem, combining the component solutions to yield a problem solution, writing and testing a computer program to implement the entire sequence. Meets for the final two-thirds of the semester. Prerequisite: Computer Science 110.
(3-0-2) STAFF

200. COMPUTER CONCEPTS
This course deals with the concepts of information, the development of digital information processors and specifically the functions and use of the modern electronic digital computer. The digital computer is examined from the point of view of its historical development, its logical functions, its information representations, its languages, its hardware components, its software components, and its present and future position in society. Emphasis is placed on exposure to a variety of computer information for the purpose of building a vocabulary of words and concepts. Prerequisite: none.
(3-0-3) STAFF

PSYCHOLOGY
JAMES E. SEEGERGS, JR., Department Chairman
JOHN W. PILLEY, DONALD M. SCOTT
Major Prerequisite: None
Major Requirements:
Psychology 321, 322, 331, 332, 341, 342, Math 140 or Psychology 360, and one senior seminar.
B.S. degree major only. Requires eight hours of laboratory science outside the psychology department (the Science 101, 102 and 103 courses do not satisfy that requirement).

INTRODUCTORY AND GENERAL ELECTIVE COURSES

110. METHODS, TOOLS, AND TECHNIQUES OF PSYCHOLOGY
A general survey of what psychologists do, the tools they use, and problem of current attention.
(3-0-3) STAFF

231. BIOLOGICAL BASIS FOR BEHAVIOR
Review of "internal causes" of behavior as well as review of effects of drugs or behavior. Understanding the function of the nervous system emphasized as means for producing behavior and as mechanism for psychoactive drugs. Of particular interest to persons planning careers in human service such as religion, public health, social concerns, YMCA, and youth activities.
(3-0-3) STAFF

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

HUMAN DEVELOPMENT SERIES

321. CHILD DEVELOPMENT
A study of the total development of the human organism from conception (this is a requirement for teacher certification in South Carolina.)
(3-0-3) STAFF

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

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

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

PHYSIOLOGICAL PSYCHOLOGY SERIES

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

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

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

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

EXPERIMENTAL METHODS SERIES

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

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

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

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

ADVANCED ELECTIVES SERIES

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

380. THE EXCEPTIONAL CHILD
A study of the exceptional child. While primary focus is on the mentally and emotionally handicapped child, some study is made of the diagnosis and etiology of all aspects of exceptional children.
(3-0-3) STAFF
EXPERIMENTAL DESIGN
The application of statistics to the design of experiments in the behavioral sciences
(3-3-4) STAFF

INDUSTRIAL PSYCHOLOGY
A general course designed to acquaint students with the uses of psychology in industrial applications. A strong emphasis is placed on interviewing, motivation, sales, brainstorming, and related aspects. Of special interest to students of business, law, and the ministry.
(3-0-3) STAFF

PSYCHOLOGICAL ASSESSMENT
Standardized tests, their function, construction, and application as part of a broader approach to the assessment of the individual.
(3-0-3) STAFF

SEMINAR
An intensive examination of an advanced area of psychology. Specific content will vary according to the needs and interests of the students. Sample content subjects: advanced statistics, animal ecology, comparative animal behavior, advanced physiological psychology, operant design, introduction to clinical psychology.
(3-0-3) STAFF

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 10 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 Lee Center, The Spartanburg Alcohol and Drug Abuse Commission.
(1-4-3) STAFF

INDEPENDENT RESEARCH
This course is designed to permit students to learn independent research techniques through the actual planning and conducting of an experiment. A final paper meeting APA Journal form requirements completes the experiment.
(3-0-2) STAFF

RELIGION
JOHN M. BULLARD, Department Chairman
CHARLES D. BARRETT, WILLIAM W. MOUNT, DONALD J. WELCH

General Education Requirements:
One course from Group I (201, 202, 203) and an optional second course which the student may choose from any courses in Groups I-IV. Humanities 201, 202 will also satisfy the one-course requirement.

Major Requirements:
Twenty-one semester hours selected from courses in Groups II-IV. At least one course from each of these Groups must be chosen. Satisfactory completion of any 200-level course in Greek may be counted as three hours toward fulfillment of a Religion major.

INTRODUCTORY

1. THE OLD TESTAMENT
The life and thought of ancient Israel as seen in a literary, historical, and theological analysis of the Old Testament and Apocrypha.
(3-0-3) STAFF

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

3. THE CHRISTIAN FAITH
The major convictions of the Christian faith examined historically and in relation to their relevance for modern life.
(1-0-3) STAFF

THE BIBLE

1. JESUS
An analysis of the Gospels with concern for Jesus' life and teachings and for earliest Christian understandings of him.
(3-0-3) MOUNT

2. PAUL
A study of the New Testament evidence in search of an understanding of Paul and his place in Christianity.
(1-3-3) MOUNT

3. THE PROPHETS OF ISRAEL
The religion of the Hebrew prophets studied in historical context with concern for its contemporary relevance.
(1-6-3) BULLARD

4. ISRAEL'S POETRY AND WISDOM LITERATURE
The religious and philosophical thought of Israel's Wisdom Movement as found in the books of Proverbs, Ecclesiastes, Job, and portions of the Apocrypha. Also, a study of the forms of Hebrew poetry analyzed with reference to the Psalter as the vehicle of ancient Israel's devotional life in a community of worship.
(1-6-3) BULLARD

5. BIBLICAL ARCHAEOLOGY
An introduction to the science of archaeology and how it illuminates the religious, cultural, and historical background of the Bible.
(1-0-3) BULLARD

6. BIBLICAL THEOLOGY
The major unifying themes of biblical thought and such related issues as the nature of inspiration and the Bible as Word of God.
(1-0-3) BULLARD

THEOLOGY AND ETHICS

7. CHRISTIAN THEOLOGY: PRACTICE AND METHOD
A constructive analysis of the persistent human problems which make people
theologians, and of some responses to these problems which have been developed within the Christian circle of reference. Prerequisite: Philosophy 201 or instructor's consent.

(3-0-3) BARRETT

322. CHRISTIAN THEOLOGY: THEMES AND DEVELOPMENT
A study of the history of Christian ideas which focuses particularly on those critical periods in time in which they underwent redefinition (e.g., the Constantine 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. The course will begin with a study of Dietrich Bonhoeffer's idea of "religion as Christianity" and explore such subsequent phenomena as the God-is-dead theology, the Charismatic movement, and liberation thought.

(3-0-3) BARRETT

325. CHRISTIAN ETHICS
A study of Christian ethical perspectives as they have developed through history and as they bear on contemporary issues. Prerequisite: Philosophy 201 or instructor's consent.

(3-0-3) STAFF

IV. RELIGIOUS TRADITIONS

332. RELIGION IN AMERICA
Studies in the role played by Judaic-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: one course in American history or instructor's consent.

(3-0-3) BARRETT

341. ETHNIC EXPRESSIONS OF THE CHRISTIAN FAITH
The contribution of ethnic cultures and special groups to the richness of Christian life in America.

(3-0-3) WELCH

355. 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 in the Middle East.

(3-0-3) BULLARD

356. THE RELIGIONS OF SOUTH AND EAST ASIA
A cultural analysis (continuing Religion 355) of Hinduism, Hinayana and Mahayana Buddhism, Confucianism, Taoism, Shinto, and the new religions of Japan.

(3-0-3) BULLARD
V. ADVANCED STUDIES

451. SPECIAL TOPICS IN RELIGION
A seminar in which a selected theme or problem is thoroughly studied. 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 paper. Credit hours to be determined by the instructor. Normally offered for 6 or 9 hours per major.
(0-0-1, 2, or 3) STAFF

SOCIOLOGY
FRED T. ADAMS, Department Chairman
CLARENCE L. ABERCROMBIE, III, THEODORE A. LAMB, DAN B. MAULTSPE

Major Prerequisites: Sociology 200, 210.

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

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

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

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

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

260. SOCIAL PROBLEMS
An examination of social problems such as crime, population, and substance abuse emphasizing the interplay of the various institutions of society.
(3-0-3) LAMB

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

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

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

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

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

349. POLITICAL SOCIOLOGY
An inquiry into the origins of the state, the structure of political institutionalization, and the bases of legitimate authority.
(3-0-3) ABERCROMBIE

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

430. SPECIAL PROBLEMS
Independent research or exploration of a sub-specialty not offered above.
(3-0-3) STAFF

480. 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. Not open to students who have participated in the clinical criminology project in Interim.

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 it is vitally important that persons considering careers in management and administrative fields 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. Either the economics major or the accounting major will prepare a per-
son for leadership positions in business, government, or non-profit organizations. Also, either major will prepare a person for graduate professional school in business administration (particularly MBA programs), accounting, or law.

Persons aiming toward particular administration and management positions should consider an appropriate interdepartmental major. 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, or other similar 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 or her own interdepartmental major in the general area of humanities. To do this the student must first plan a major program with the director of the humanities major program, who will act as the student's faculty advisor.

The degree requirements for the humanities major are the completion of Humanities 201, 202 as prerequisites for the major, of five courses meeting with the director's approval above the 300 level in humanities departments, and of Humanities 301 and 401.

This is a 21-semester-hour major. For further information contact Professor Hudgins.

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 a curriculum with the program director, who will also act as the student's 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 or 4 core courses (dealing with a specific cultural area: Africa, Afro-America, Asia, or Latin America); 3 or 4 courses from cultural areas not chosen for core work; 3 courses dealing with general international-intercultural subjects; and 1 independent study project.

For further information contact Professor Thoroughman.

INTERDEPARTMENTAL

This major consists of a minimum of 24 semester hours and a maximum of 44 semester hours 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. The student must complete the major work form no later than
the end of the first semester of his or her junior year. 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 and Georgia Institute of Technology. Details are in another section of this catalogue.

COURSES

HUMANITIES AND COMPOSITION 101. FRESHMAN HUMANITIES SEMINAR
A course designed to engage the student, during his or her first semester, in a small group seminar in humanistic inquiry, with special attention given to value perspectives and issues that confront us all. The course includes substantial reading and preparatory discussion, considerable work on English composition skills, and the writing of numerous essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, languages, history, philosophy, and religion. Normally required of all freshmen students.
(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 artistic 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
CONTRIBUTING FACULTY FROM HUMANITIES DEPARTMENTS

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 the community which is Spartanburg County, and through a multi-disciplinary approach involving classroom discussion and directed field-work, the seminar should stimulate the issues and move creatively toward possible solutions.
(2-3-3) STAFF

HUMANITIES 401. SENIOR HUMANITIES SEMINAR
A course required for humanities majors. The content will change from year to year, being either a special topics seminar or a temporary cross-listing with specific listing advanced courses in the humanities departments.
(3-0-3) STAFF

SCIENCE 101, 102, 103. INVESTIGATION IN SCIENCE
Designed to develop in the student an appreciation of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientific evidence may be used as the means of conveying understanding of nature. Emphasis on exemplifying science, rather than simply acquiring familiarity with a list of facts. Each instructor involves his or her students in a scientific area closely related to the instructor's competence and enthusiasm. Sections of this course are taught by members of the department of biology, chemistry, geology, physics, psychology. The topic of Science 101 is physical science; 102, life science; and 103, both.
(3-3-4) each course STAFF
THE REGISTER

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The Register
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The Wofford Associates are influential men and women who are advocates of private higher education and lend their voices to help broaden the understanding and increase the support of the educational objectives of private higher education and of Wofford College. Wofford Associates help Wofford continue as a leader in the field of education by working with the Board of Trustees or with the President and his administrative vice presidents on any projects or problems the College faces.

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Rhett Jackson
President, Rhett Jackson Company, Columbia, S. C.

George Dean Johnson, Jr.
Attorney, Johnson, Smith, Hibbard and Cothran, Spartanburg, S. C.

James J. Johnson
President, Dargan Construction Company, Myrtle Beach, S. C.

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

Chauncey W. Lever
Chairman of the Board, Florida Bank, Fort Lauderdale, Fla.

Daniel S. Lewis
Attorney, Lewis, Lewis, Robinson and Arnold, Columbia, S. C.

C. Bruce Littlejohn
Justice, South Carolina Supreme Court, Spartanburg, S. C.

Albert D. McAllister
Attorney, McAllister, Compton and McAllister, P.A., Laurens, S. C.

Larry H. McCalla
Physician, Greenville, S. C.

J. G. McCracken
Superintendent, Spartanburg City Schools, Spartanburg, S. C.

George R. Morgan
President, Synetics, Inc., Charlotte, N. C.

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

James N. Papadopoulos
Business Executive, Houston, Texas

Vera D. Parsons
Spartanburg, S. C.

J. Roy Richardson
Consultant, Scientific Methods, Inc., Darlington, S. C.

Jack A. Roddy, Jr.
Daniel International Corp., Greenville, S. C.

Patrick C. Smith
State Auditor, South Carolina, Columbia, S. C.

Charles A. Spann, Sr.
Spann Realty Co., Spartanburg, S. C.

Currie B. Spivey
President, Daniel Construction Company, Greenville, S. C.

Abner P. Stockman
President, Stockman Oil Company, Greenwood, S. C.

Wallace A. Storey
Manager of Engineering, Milliken & Company, Spartanburg, S. C.

William C. Thibadeau

Thomas L. Tiller, Jr.
Physician, Greenville, S. C.

Thomas T. Traywick
Owner, Magnolia Lane Farms, Cope, S. C.

T. Emmet Walsh
Attorney, Gaines and Walsh, Spartanburg, S. C.

J. Anthony White
Physician, Easley, S. C.

Bland W. Worley
Chairman and Chief Operating Officer, American Credit Corp., Charlotte, N. C.

Kurt Zimmerli
President, ZIMA Corporation, Spartanburg, S. C.

WOFFORD COLLEGE NATIONAL ALUMNI ASSOCIATION

The Wofford College National Alumni Association consists of some 8,000 persons who attended Wofford for one year or more, and who live in all 50 states and many foreign countries.

The purpose of the National 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 National Alumni Association is the Alumni Board of Directors, which consists of approximately 40 alumni elected to serve a four-year term, and several ex-officio members.

**BOARD OF DIRECTORS**

*Officers:*
- W. Carl Walsh, Jr., President
- Robert E. Gregory, Jr., Vice President
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**Term Expires 12/31/79**
- R. Bernard Leach '73, Rock Hill, S. C.
- Katherine E. McGrath '75, Houston, Tex.
- Peden B. McLeod '62, Walterboro, S. C.
- Joseph O. Price '55, Nashville, Tenn.

**Term Expires 12/31/80**
- Grover B. Eaker '34, Spartanburg, S. C.
- Cotesworth P. Fishburne '59, Rock Hill, S. C.
- John T. Gramling, II '63, Gramling, S. C.
- Roger H. Henry, Jr. '66, Greenville, S. C.
- Cecil F. Lanford '55, Spartanburg, S. C.
- J. Grady Locklear '65, Sumter, S. C.

**Term Expires 12/31/81**
- C. Joseph Carter '60, Cullowhee, N. C.
- E. Dixon Crenshaw, Jr., Spartanburg, S. C.
- Robert E. Osbon '58, Greer, S. C.
- Marion B. Peavey '65, Durham, N. C.

Emily E. Handy '73, Spartanburg, S. C.
J. Chris Pracht, IV '75, Anderson, S. C.
Horace C. Smith '42, Spartanburg, S. C.
R. Sidney Smith '67, Charlotte, N. C.

**Term Expires 12/31/82**
- William E. (Jack) Bass, Jr. '64, Johnson City, Tenn.
- Harry S. Bryant '64, Myrtle Beach, S. C.
- Robert M. Carlisle, Jr. '52, L. Leon Patterson '63, Laurens, S. C.
- F. Jeter Hammond '56, Spartanburg, S. C.

**Ex-Officio Members:**
- R. O. Burgess '43, National Annual Fund Chairman
- William P. Gauvin '45—Faculty Representative
- Michael J. Copps '63—Chairman Eastern Division
- W. J. Bryan Crenshaw '43, Chairman, Board of Trustees
- J. Neville Holcombe '26—President, The Fifty Year Club
- M. Lesesne, Jr.—President, Parents Advisory Council
- Russell R. Pickton, Vice President for Development
- Debbi Johnson, Chairman, Campus Union Committee on Alumni and Development
- Henry O. Stone, Jr. '59, Chairman, Middle States Division
- John H. Tilloyson '51, President, Parents Advisory Council
- Richard S. Wallace '56—Chairman Western Division
- T. D. Whetsell '66—Chairman Foreign Countries

T. Carroll Player, Jr. '60, Florence, S. C.
W. Bonner Thomason '58, Charleston, S. C.
H. Pat Worrell '64, Marion, S. C.
WOFFORD COLLEGE
PARENTS ADVISORY COUNCIL

The Parents Advisory Council is composed of parents of Wofford College students. The Council meets twice annually, with a primary goal of strengthening communications between the college and the Parents Association.

Officers: 1978-79
President: Dr. John H. Tillotson
Vice President: Mrs. A. B. Clarkson
Secretary: Mrs. Marshall L. Meadors, Jr.
Treasurer: Mr. Jack M. McBride

Class of 1979
Mr. and Mrs. Kay B. Ballard
(Wade Edward Ballard)
Mr. and Mrs. N. L. Caprell
(James Elliott Caprell)
Mr. and Mrs. Joseph M. Carstarphren, III
(Joseph M. Carstarphren, IV)
Rev. and Mrs. Herbert C. Floyd
(Herbert C. Floyd, Jr.)
Mr. and Mrs. Leon Goodall
(David Christian Goodall)
Dr. and Mrs. Gordon R. Hennigar
(Randolph A. Hennigar)
Rev. and Mrs. W. T. Holroyd
(Lee Tatum Holroyd)
Mr. and Mrs. Joseph L. Keiger
(Charlie Frank Keiger)
Mr. and Mrs. Chauncey W. Lever
(Charles G. Lever)
Mr. and Mrs. J. M. McBride, Sr.
(Jack M. McBride, Jr.)
Mr. and Mrs. F. A. McLeod, Jr.
(John McColl G. McLeod)
Rev. and Mrs. Marshall L. Meadors, Jr.
(Marshall L. Meadors, III)
Dr. and Mrs. H. R. Rube1
(Richard Allen Rubel)
Mr. and Mrs. W. C. Siroff
(Paul Raymond Siroff)
Mr. and Mrs. Harry F. Wolfe, Jr.
(Harry Flynn Wolfe, III)

Class of 1980
Mr. and Mrs. Jesse W. Brinson
(Jesse Cecil Brinson)
Mr. and Mrs. Donald E. Brown
(Jody Richard Brown)
Rev. and Mrs. A. B. Clarkson
(Ted Hamby Clarkson)
Dr. and Mrs. George Lynn Derrick
(George Lynn Derrick, Jr.)
Dr. and Mrs. Lee C. Dimery
(Michael Lee Dimery)
Mrs. Josephine C. Estes
(Charles Henry Carr, Jr.)
Mr. and Mrs. Theodore W. Gage
(Theodore W. Gage, Jr.)
Mr. and Mrs. Francis H. Herndon
(Thomas H. Herndon, Jr.)
Mr. and Mrs. Milledge T. Pitts
(Milledge Thomas Pitts, Jr.)
Dr. and Mrs. John H. Tillotson
(Patricia Sue Tillotson)
Mr. and Mrs. Gregory L. Troutman
(Bradley Dean Troutman)
Mr. and Mrs. William L. Walker
(Richard Lawson Walker)

Class of 1981
Mr. and Mrs. William M. Brasington
(Carl Brasington)
Mr. and Mrs. Don P. Ferguson, Sr.
(Gen P. Ferguson, Jr.)
Mr. and Mrs. Robert Gould
(Scott T. Gould)
Mr. and Mrs. Douglas L. Johnson, Sr.
(Debra Ann Johnson)
Mr. and Mrs. F. C. Underdown, Jr.
(Steven Charles Underdown)
Rev. and Mrs. Ted H. Walter
(Ted Holt Walter)
Mr. and Mrs. Robert W. Kelly
(Robert Andrew Kelly)
Mr. and Mrs. Alfred E. Molony
(Karen Ethel Molony)
Mr. and Mrs. Thomas William Morgan
(David W. Morgan)
Mr. and Mrs. John W. Orvin
(Henry Wright Orvin)
Mr. and Mrs. Michael C. Watson
(Michael C. Watson, Jr.)

Class of 1982
Mr. and Mrs. Clyde O. Ackerman
(Clyde O. Ackerman, Jr.)
Mr. and Mrs. Kirby Franklin Beam
(Robert Gary Beam)
Mr. and Mrs. Carl Joseph Berger
(Thomas Joseph Berger)
Mr. and Mrs. Gurney R. Davis
(Christopher G. Davis)
Mr. and Mrs. Philip Francis Foster
(Philip Francis Foster)
Mr. and Mrs. Kenneth L. Lawing
(Kenneth L. Lawing, Jr.)
Mr. and Mrs. J. Wesley Mills, Jr.
(John Wesley Mills III)
Mr. and Mrs. William S. Minter, Jr.
(William S. Minter III)
Dr. and Mrs. Claude Lee Pennington
(Claude Lee Pennington)
Mr. and Mrs. Derek C. Peters, Jr.
(William Reed Peters)
Mr. and Mrs. W. R. Saffold, Sr.
(Sara Beth Saffold)
(W. B. Saffold, Jr.)
Mr. and Mrs. Lester F. Scoles, Jr.
(Davis Scott Scoles)

THE ADMINISTRATION June 1, 1979
OFFICE OF THE PRESIDENT DuPre Administration Building
Joab M. Lesesne, Jr., B.A., M.A., Ph.D., President
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 and Vice President
for Academic Affairs
Jerome R. Cogdell, B.S., M.Div., Assistant Dean of the College and
Coordinator of Internships
Admissions
Charles H. Gray, B.A., Director of Admissions
David Miller Beacham, B.A., Admissions Counselor
Jeanette R. Dunn, A.B., Admissions Counselor
William L. Weede, B.A., Admissions Counselor
H. Bruce Williams, B.A., Admissions Counselor (Resigned effective June 1, 1979)
Paul Raymond Siceloff, B.A., Admissions Counselor (Effective July 1, 1979)
Celeste M. Zdanski, B.A., M.Div., Admissions Counselor (Effective July 1, 1979)

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

Library Services
Sandor Teszler Library
Frank J. Anderson, B.A., M.S. in L.S., Librarian
Alice H. Cochran, A.B., M.L.S., Acquisitions Librarian
Barbara Anne Heinick, B.A., M.S. in L.S., Circulation Librarian
Herbert Hucks, Jr., B.A., M.A., B.A. in L.S., Archivist
Martha E. Wharton, A.B., M.S., in L.S., Reference and Periodicals Librarian
Josephine Brown Williamson, B.A., M.A. in L.S., Cataloger

Career Counseling and Cooperative Education
Jerry L. Paschal, A.B., M.Ed., Director

Media Support Center
Linda Powers, B.A., M.A.T., Director

STUDENT AFFAIRS
J. Michael Preston, A.B., Vice President for Student Affairs and Dean of Students
Sharon Dunn, B.A., M.A., Assistant Dean of Students
Charles McGinty, B.A., Director of Placement
Thomas W. Vinegar, B.A., Assistant Dean of Students and Director of Housing (Resigned effective June 30, 1979)

Financial Aid
Dan Baker Maultsby, A.B., Ph.D., Director of Financial Aid
Donna Hawkins, A.B., Assistant Director of Financial Aid

Security
Joe Greenlee, Director of Security

Student Health Services
Melvin D. Medlock, M.D., College Physician
Mack C. Poole, M.D., College Physician
Dorothy B. Halligan, R.N., Resident College Nurse
Edna Johnson, R.N., College Nurse

BUSINESS MANAGEMENT
Edward E. Greene, B.S., C.P.A., Vice President for Business

Business Office
Harold S. Smithyman, A.B., Controller

Physical Plant
Wallace B. Henderson, Director of Physical Plant

Food Services
Burwell Campus Center
Richard A. Kaiser, B.S., Director of Food Services (Epicerie Management Service)

College Store
Wightman Hall
Richard W. Scudder, A.B., Director
Dorothy Blanton, Assistant Manager

DEVELOPMENT
Marsh Hall
Russell R. Picton, B.S., Vice President for Development
Kathryn M. Abington, B.A., M.A., Director of Information Services and Publications
Charles H. Davidson, IV, B.A., Director of Annual Resources
S. Frank Logan, A.B., A.M., Director of Alumni Affairs and Parents Programs
James H. Newcome, B.A., Director of Corporate Relations and Estate Planning

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

ATHLETICS
Andrews Field House
George Freeman Sasser, B.S., M.A., Athletic Director and Head Football Coach
Eugene F. Alexander, A.B., Director of Intramural Sports and Business Manager of Athletics
Arthur K. Black, B.A., Director of Terrier Club and Sports Promotion
W. Earl Buice, Golf Coach
John Wilson Craig, B.S., Assistant Football Coach
Ladson Gentry Cubbage, Jr., B.A., Assistant Football Coach
Lewie Wayne Earhardt, B.S., Head Basketball Coach
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jes McGinty, B.A.</td>
<td></td>
<td>Soccer Coach</td>
</tr>
<tr>
<td>William Glen Parker, B.S., M.A.T.</td>
<td></td>
<td>Assistant Football Coach</td>
</tr>
<tr>
<td>G. Kelly Sparger, B.A., M.A.</td>
<td></td>
<td>Assistant Football Coach</td>
</tr>
<tr>
<td>Duane A. Stober, B.S., M.S.</td>
<td></td>
<td>Assistant Professor of Physical Education and Athletic Trainer</td>
</tr>
<tr>
<td>William L. Weede, B.A.</td>
<td></td>
<td>Baseball Coach</td>
</tr>
<tr>
<td>Margaret Melissa Young, B.S., M.A.</td>
<td></td>
<td>Women’s Sports Director</td>
</tr>
<tr>
<td>G. Kelly Sparger, B.A., M.A.</td>
<td></td>
<td>Assistant Football Coach</td>
</tr>
<tr>
<td>Duane A. Stober, B.S., M.S.</td>
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<td>William L. Weede, B.A.</td>
<td></td>
<td>Baseball Coach</td>
</tr>
<tr>
<td>Margaret Melissa Young, B.S., M.A.</td>
<td></td>
<td>Women’s Sports Director</td>
</tr>
</tbody>
</table>

THE FACULTY, 1977-79

(Year of first appointment to faculty in parentheses after each name)

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

Kathryn Myrick Abington (1977)
Lecturer in Journalism and Director of Information Services and Publications
B.A., M.A., Northeast Louisiana University

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

Kamran Afshar (1978)
Assistant Professor of Economics
B.S., Pahlavi University; Diploma, University of Oxford; Ph.D., Florida State University

Frank John Anderson (1966)
Librarian
A.B., Indiana University; M.S. in L.S., Syracuse University

Constance Dean Armitage (1962)
Associate Professor of Art
A.B., University of California; M.A., University of Georgia

Hugh Thomas Arthur (1963)
Associate Professor of Economics
B.S., Davis and Elkins College; M.L., University of Pittsburgh; M.A., University of South Carolina

Charles David Barrett (1966)
Associate Professor of Religion and Assistant College Marshal
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

Roy Benson, Jr. (1978)
Lt. Colonel, United States Army
Professor of Military Science
B.S., University of Omaha; M.A., University of Missouri

Victor Bilanchone, Jr. (1972)
Assistant Professor of Music and Director of Glee Club
B.A., M.M., D.M.A., University of Miami

Charles Leo Brinkley (1977)
Captain, United States Army
Assistant Professor of Military Science
B.S., Florida State University; M.S., Florida Institute of Technology

John Moore Bullard (1961)
Alma C. Ryder Professor of Religion
A.B., A.M., University of North Carolina; M.Div., Yale Divinity School; Ph.D., Yale University

Paul Linwood Carr (1978)
Lecturer in Spanish
B.A., Furman University; M.A.T., Vanderbilt University

Jean Louise Carrier (1976)
Assistant Professor of English
B.A., Dominican College; M.A., C.Phil., Ph.D., University of California

Donald Andrew Castillo (1977)
Assistant Professor of Chemistry
B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina; Ph.D., Clemson University

William Pinckney Cavin (1946)
John M. Brown Professor of Chemistry and College Marshal
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

Jerome Russell Cogdell (1972)
Assistant Dean of the College and Coordinator of Interims
B.S., Muskingum College; M.Div., Yale University

Ladson Gentry Cubbage, Jr. (1977)
Assistant Football Coach
B.A., Elon College

Melvin Leroy Curtis, Jr. (1977)*
Captain, United States Army
Assistant Professor of Military Science
B.A., North Georgia College

Joaquin Fernandez De Velasco (1963)
Associate Professor of Foreign Languages
B.A., Havana Institute; M.A., Middlebury College; Ph.D., University of Havana

*Resigned August 1978
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)
Fred A. Gosnell, Sr., Professor of Government
A.B., University of Georgia; Ph.D., University of Virginia

Lewie Wayne Earhardt (1977)
Head Basketball Coach
B.S., University of South Carolina

Vivian Boyd Fisher (1973)
Assistant Professor of English
B.A., Duke University; M.A., Kent State University; Ph.D., Vanderbilt University

Jacques Constant Bennebroek Forbes (1964)
Assistant Professor of Foreign Languages
A.B. Gettysburg College; M.A., University of Maryland

Richard Hunter Gilstrap (1977)*
Assistant Football Coach
B.S., Clemson University; M.A., Furman University

Harold William Green (1965)
Assistant Professor of Accounting
B.S., Shippensburg State College; Litt.M., University of Pittsburgh

Edward Eugene Greene (1976)
Vice President for Business and Lecturer in Accounting
B.S., University of Tennessee; C.P.A.

James Richard Gross (1966)
Professor of English and Theatre
B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University

Lee Oliver Haglund (1977)
Assistant Professor of Mathematics
B.A., Gustavus Adolphus College; Ph.D., Duke University

Allan Walter Hammerbeck (1975)*
Lt. Colonel, United States Army
Professor of Military Science
B.G.S., University of Nebraska; M.A., Central Michigan University

Daniel Hayman Hank (1978)
Assistant Professor of Humanities and Philosophy
B.A., University of North Carolina; M.A., Ph.D., New York University

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

Edmund Henry (1970)
Assistant Professor of English
A.B., Syracuse University; Ph.D., The University of Rochester

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

Herbert Hucks, Jr. (1947)
Assistant Professor
A.B., Wolford College; M.A., Emory University; B.A. in L.S., Emory University

Walter Edward Hudgins (1972)
Assistant Professor of Philosophy
B.A., B.D., Ph.D., Duke University

Lewis Pinckney Jones (1946)
William B. Irvin, Jr., Professor of History
A.B., M.A., Wolford College; Ph.D., University of North Carolina

James Albert Keller (1979)
Assistant 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

Theodore Alan Lamb (1978)
Assistant Professor of Sociology
B.A., M.A., University of Alabama; Ph.D., University of Tennessee

Walter Raymond Leonard (1948)
John St. Reeves Professor of Biology
A.B., Tuscaloosa College; A.M., Ph.D., Vanderbilt University

Joab Mauldin Lesesne, Jr. (1964)
Professor of History and President of the College
B.A., Erskine College; M.A., Ph.D., University of South Carolina

Stanley Falls Levine (1977)
Instructor in Foreign Languages
B.A. Reed College; Licentiate, Sorbonne

Ta-tseng Ling (1966)
Assistant Professor of Government
B.A. National Cheng-Chi University; M.A., Ph.D., University of Tennessee

John Anthony Macel, Jr. (1978)
Captain, United States Army
Assistant Professor of Military Science
B.S., Xavier University

*Resigned March 1978
Dan Baker Maultsby (1969)*
Associate Professor of Sociology
A.B., Wofford College; Ph.D., University of Tennessee

Salvator Lee Mazza (1978)
Captain, United States Army
Assistant Professor of Military Science
B.S., East Tennessee State University

Vincent Earl Miller (1957)
Professor of English
B.A., New York State College for Teachers; Ph.D., University of Minnesota

Edward Richelieu Minus (1972)
Assistant Professor of English and Director of Reading Center and Writing Laboratory
B.A., Presbyterian College; M.A., Boston University

Assistant Professor of Chemistry
B.S., Philadelphia College of Pharmacy and Science; M.S., St. Joseph's College; Ph.D., University of North Carolina

Suzanne Amidon Mount (1977)*
Lecturer in German
B.A., Agnes Scott College; M.A., University of Colorado; M.A., North Texas State University

William Wilson Mount (1977)
Assistant Professor of Religion
B.A., Northwestern University; M.A., Middlebury College; M.Div., M.A., Ph.D., Yale University

Ruth Elizabeth Neely (1977)
Lecturer in Education
B.A., Carson-Newman College; M.Ed., University of South Carolina

Rebecca Johnson Oatsvall (1976)
Assistant Professor of Accounting
B.S., M.Acc., Ph.D., University of South Carolina

Daniel Wayne Olds (1963)
Professor of Physics
A.B., Wabash College; Ph.D., Duke University

Mark S. Olencki (1977)
Lecturer in Art
A.B., Wofford College

William Alonzo Parker (1958)**
Associate Professor of Physics
A.B., Davidson College; M.A., Duke University

William Glen Parker (1977)
Assistant Football Coach
B.S., M.A.T., University of South Carolina

Jerry Lynn Paschal (1978)
Director, Center for Career Counseling and Cooperative Education
A.B., Central Wesleyan College; M.Ed., Clemson University

James Roth Patric, Jr. (1975)*
Captain, United States Army
Assistant Professor of Military Science
B.S., University of Alabama

Ernest Gibbes Patton (1963)
Associate Professor of Biology
B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University

Robert Alan Paysen (1978)
Instructor in Chemistry
B.A., College of St. Thomas

John William Pilley (1969)
Associate Professor of Psychology
B.A., Abilene Christian College; B.D., Princeton Theological Seminary; M.A., Stetson University; M.S., Ph.D., Memphis State University.

Linda Powers (1978)
Lecturer in Communications and Journalism and Director of Media Support Center
B.A., University of Miami; M.A.T., Converse College

David Hyde Prince (1958)
Professor of Education and Psychology
A.B., M.A., Wofford College; Ph.D., University of North Carolina

Frances Melton Racine (1976)**
Lecturer in History
B.A., Mississippi University for Women; M.A., Emory University

Philip Noel Racine (1969)**
Associate Professor of History
A.B., Bowdoin College; M.A., Ph.D., Emory University

Richard Joseph Fernandez Remirez (1964)****
Associate Professor of Foreign Languages
B.A., De La Salle; M.A., University of Arkansas; Ph.D., University of Holguin

Richard Long Robinson (1966)
Associate Professor of Mathematics
B.S., Wofford College; M.A., Ph.D., University of Tennessee

George Freeman Sasser (1977)
Athletic Director and Head Football Coach
B.S., University of North Carolina; M.A., University of South Carolina

*Resigned June 1978
**Resigned August 1978
***Resigned September 1978-79
****Resigned October 1978-79

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Donald Marcell Scott (1966)
Associate Professor of Psychology
B.A., M.A., Ph.D., Florida State University

James Edward Seegars, Jr. (1962)
Professor of Psychology
A.B., The Citadel; M.S., University of South Carolina; Ph.D., University of Kentucky

John Lewis Seitz (1976)
Assistant Professor of Government
B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin

Harold Leroy Slover (1976)
Major, United States Army
Assistant Professor of Military Science
B.A., M.B.A., Norwich University

Gordon-Kelly Sparger
Assistant Football Coach
B.A., North Carolina State University; M.A., Appalachian State University

Bobby Gene Stephens (1963)
Professor of Chemistry and Vice President for Academic Affairs and Dean of the College
B.S., Wofford College; M.S., Ph.D., Clemson University

Matthew Arnold Stephenson (1970)
Professor of Economics
B.S., University of South Carolina; Ph.D., Tulane University

Duane Austin Stober (1963)
Associate Professor of Physical Education and Athletic Trainer
B.S., Mankato State College; M.S., Indiana University

Doris Margaret Thompson (1974)*
Assistant Professor of Chemistry
B.S., Louisiana State University; M.S., University of North Carolina; Ph.D., University of Kentucky

Thomas Vernon Thoroughman (1966)
Associate Professor of History
B.A., M.A., Emory University; Ph.D., University of North Carolina

Elaine Stone Wagner (1977)**
Lecturer in Art
B.F.A., Moore College of Art

Richard Wallace (1977)***
Instructor in Economics
B.A., University of South Carolina

Donald James Welch (1970)
Counselor and Campus Minister and Lecturer in Religion
A.B., Union College; M.Div., Duke University

John David Wilson (1977)***
Assistant Professor of History
A.B., Wofford College; M.A., Ph.D., Emory University

Revised July 1978

Daniel Wayne Welch (1978)
Assistant Professor of Physics
B.S., University of Southwestern Louisiana; M.S., Ph.D., Clemson University

Margaret Melissa Young
Director of Women’s Physical Education and Intramurals
B.S., M.A., Appalachian State University

PROFESSORS EMERITI

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

Philip Stanhope Covington
Professor of English, Emeritus
A.B., Emory University; A.M., Duke University; L.L.D., Wofford College

James Carr Loftin
Professor of Chemistry, Emeritus
B.S., Virginia Military Institute; M.S., Ph.D., University of North Carolina

Clarence Clifford Norton
John M.俣or Professor of Sociology, Emeritus
B.S., Millsaps College; A.M., Emory University; Ph.D., University of North Carolina; L.L.D., Wofford College

William Alonzo Parker
Professor of Physics, Emeritus
A.B., Davidson College; M.A., Duke University

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

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

Joseph Secondi
Professor of English, Emeritus
A.B., M.A., University of Virginia

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

STUDENTS ENTERING SEPTEMBER, 1977

New Students
(Day 34, Resident 203) .......................... 237
Transfer Students
(Day 29, Resident 27) .......................... 56
Special/Non-Credit
(Day 12, Resident 0) .......................... 12
Total ........................................... 324
### NUMBER OF STUDENTS BY STATES, 1977-78

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### DEGREES CONFERRED 1977

**Bachelor of Arts Degree**

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### NUMBER OF SOUTH CAROLINA STUDENTS BY COUNTIES

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BACHELOR OF SCIENCE DEGREE (1977)

James Tomlinson Atkins
Barry Hoyt Bodie
Chris George Boukides
William Ward Bowen, II
Sandra Rena Brown
Leonard Thomas Browder
Michael Don Canty
David Bruce Christopher
Julius Edel Clark, III
Norman Bull Clinkscale
John Preston Coan, Jr.
James Benjamin Couch
Robert McGeeley Cunningham
Trace Allan Davis
Christopher Edward Dew
James Edward Dogan
Allen Whitney Doty
John Herbert Ferguson
Frank McLeod Flowers, Jr.
Dennis Eugene Frye
Stephen Jordan Funkhouser
Philip Lane Goodby
Barbara Ann Gau Gordon
Winford Aubrey Gordon
Jay Hammett, Jr.
Michael Owen Hardin
Trishy Glenn Harrell
Daniel Harvey Hayes
Warwick Lewis Hennigar
John Wesley Hudson, Jr.
Robert Paul Irving, Jr.
William Burl James, Jr.
Walter Harvey Johnson, Jr.

Athan Paul Karsonis
James Carlisle Kease, III
John William Kennedy, Jr.
Theodore Wantmaking Law, IV
Walter Raymond Leonard, Jr.
Dale Judson McClean
William Gary McClure
Walter Joseph Machowski, Jr.
Stuart Hyman Marcus
Donald Larry Marler
Cheryl Ann Martin
John Elliott Martin, III
Pamela Leonore Mason
Henry Grady Montgomery, III
James Morton Moree
Dennis Roger Pennington
John Howard Poston
Edward Greene Renwick
James Moore Richardson, Jr.
Henry Levy Rogers, Jr.
David Elsha Scott
Bradley Aaron Smith
Francesca Smith
Kelvin Louis Smith
William Sinclair Stewart, V
Gary Michael Stroud
Philip Conway Sutton
Dennis Michael Tate
Harold Lee Thomas
Nicholas Hammer Tuttle
Carl Jones Wooten
Linda Suzanne Yaden
Inho Yoon

HONORARY DEGREES

Michael Benjamin Hudnall .......................................... Doctor of Divinity
Paul William McAllister ............................................. Doctor of Laws
Howard Gordon McClain ............................................. Doctor of Laws

HONORS IN GRADUATING CLASS

Summa Cum Laude

Steven Carl Brown
William Wesley Canaday
Michael Don Canty
John Bernt
Benjie Gabagan
Winford Aubrey Gordon

Magna Cum Laude

Chris George Boukides
Gay Dwight Brittain, III
Leonard Thomas Browder
Tracy Allen Davis
John Herbert Ferguson
Timothy Patrick Garrett
Philip Lane Goodby
Nancy Ellen McEniff Haase
Warren Randolph Haydilp

Cum Laude

Martin Dawson Antley
Barry Hoyt Bodie
Alfred Marvin Boiter
Alfred Foster Chapman
Norman Bull Clinkscale
William Marshall Comer, Jr.
Louis Martin Eek, III
Peter James Gitt
Barbara Ann Gau Gordon
James Ralph Hackney, Jr.

ALGERNON SYDNEY SULLIVAN AWARDS

Dr. J. Anthony White
Winford Aubrey Gordon

MARY MILDRED SULLIVAN AWARD

Elaine T. Freeman

CLASS OF 1977

A. B. Graduates .................................................. 148
B.S. Graduates ..................................................... 66

TOTAL GRADUATES ............................................... 214
STUDENTS ENTERING SEPTEMBER, 1978

New Students
(Day 48, Resident 230) .......................... 279
Transfer Students
(Day 18, Resident 35) ......................... 53

Total ........................................... 332

NUMBER OF STUDENTS BY STATES 1978-79
Alabama........................................... 11
Florida............................................ 40
Georgia.......................................... 47
Hawaii........................................... 1
Indiana........................................... 3
Kentucky.......................................... 1
Louisiana......................................... 3
Maine............................................. 1
Maryland......................................... 3
Massachusetts.................................. 1
New Jersey...................................... 7

Total ............................................. 166

FOREIGN COUNTRIES
Canada........................................... 1
Colombia......................................... 1
France........................................... 1
Germany......................................... 1
India............................................. 3
Iran.............................................. 4

Total Enrollment ................................ 190

NUMBER OF SOUTH CAROLINA STUDENTS BY COUNTIES
Abbeville........................................ 1
Aiken............................................. 16
Allendale........................................ 3
Anderson........................................ 16
 Bamberg......................................... 5
 Barnwell........................................ 3
 Beaufort......................................... 11
 Berkeley........................................ 2
 Calhoun......................................... 4
 Charleston...................................... 28
 Cherokee........................................ 14
 Chester......................................... 19
 Chesterfield................................... 9
 Clarendon...................................... 4
 Colleton........................................ 11
 Darlington...................................... 13
 Dillon........................................... 2
 Dorchester...................................... 1
 Edgefield....................................... 3
 Florence......................................... 15
 Georgetown..................................... 15
 Greenville...................................... 58

Total ............................................. 166

DEGREES CONFERRED 1978
BACHELOR OF ARTS DEGREE

Thomas Kimball Adams
David Lynn Agee
Robert Leigh Allen
Gals Jerson Anderson, Jr.
David Mark Anderson
Edward Henry Atkins, Jr.
Paul Timothy Babl
Linda Gail Bragg Ball
Sally Nan Barber
William Ervan Barrett, Jr.
Robert Myrick Bell, II
Walter Hardford Benedict, Jr.
John Steven Benfield
Michael Alec Black
William H. Crenshaw Boger
Thomas Alvin Bolt, III
Charles Gordon Bolton
Danny Earl Bostic
Roger Dale Brackett
John Henry Bremer, Jr.
Derrick James Brown
Dennis Elaine Dobkins Brown
William Austin Bunch
Walter Huber Burnett
Rayford Norman Butler, Jr.
Thomas Randall Callaway
John Thomas Caseby
Philip Pasquale Cardone
Dennis James Caulkins
Kirk Alfred Clark
Anthony Ray Clay
James Herbert Coblentz, Jr.
Christopher Stephen Collins
Keith Taylor Collins
Stephen John Collins
Melanie Jan Cooley
Stephen Michael Coughlin
David Christopher Cowen
William Darold Crawford
James Clifford Crawford, III
James Randall Crocker
Steven Clay Cromer
Water Lee Crouch, Jr.
Guy March Collins
Jeff Gregory Davis
Brett Ryan DeYoung
John Jackson Donahue, Jr.
Mark Paul Donner
Bryan Williams Dupre
Robert Lee Evans
Billy Robbins Ewing, Jr.
Donald Lewis Farris
Roger Dale Fisher
Institute Jane Fleetwood

Marilyn Louise Foster
Ruskin Craig Foster
Philip George Gold
Michael Kelley Gravely
Kevin Alexander Gray
William Glenn Gurley, Jr.
Charles Lamar Hames
Joe Lee Harkey
David Franklin Harrell
Larry Eugene Hart
Stephen Norwood Harvey
David Brent Havens
Kevin Edward Hawkins
David Dennis Hayes
Susan Butler Haynesworth
Woodfin Grady Hays
Philip Scott Hedrick
Edgar Lafayette Hillman, III
Benjamin Rhoden Hines
James Carrigan Hodges
Mildred Brenda Marie Sartor Huey
Michael Bruce Inman
Hansel Dan Irick, Jr.
Chesley Carlyle Jackson, Jr.
Harold Nathaniel Jenkins
Robert Jackson Jenkins, II
Charles Peace Johnston
Bobby Ray Jones
Garvin Jerome Jones
David Ward Jones
Joe Carl Jordan
Oscar Herbert Judd
John William Justice, III
Curtis Brett Keepers
Glen Dickson Kelley
Roy Dean Kelly
Benjamin Hughes Kennedy, IV
Robert Eugene Keizah
James Donald King, Jr.
Alex Kirakides III
Robert Louis Kittel
Richard William Koppel
Laurence Pettigrui Labruce, III
William Monroe Langford
John Albert Leazer
James Baxter Lee
Jonathan Ivie Lewis
Armando Gonzalez Llorente
Francis Joseph Lombardi
Melvin Gore Lowry
Marion Dubois Lucas, III
Robert Eugene McFarland
William Scott McIntosh
George John Manos

1979-81
**HONORARY DEGREES**

- Ennis Barwell .................................................. Doctor of Humanities
- George DeWitt Fields, Jr. .................................. Doctor of Divinity
- James Woodrow Lewis ........................................... Doctor of Laws
- Walter Scott Montgomery ........................................

**HONORS IN GRADUATING CLASS**

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<td>Mark Curley</td>
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<td>Manouch Zakhari</td>
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**HIGH HONORS IN ECONOMICS**

- Robert Eugene Kerzia

**ALGERNON SYDNEY SULLIVAN AWARDS**

- Edward K. Hardin ............................................ Stephen Phillips Williams
- Ruth Collins ..................................................

**MARY MILDRED SULLIVAN AWARDS**

- Ruth Collins ..................................................

**CLASS OF 1978**

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<tr>
<td>B.S. Graduates</td>
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