1981

Wofford College Catalogue, 1981-83

Wofford College. Office of the Registrar

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AUGUST 1981
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
(Including the Dean of Students)
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
Religious Activities................................ The Campus Minister
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 for information and assistance may inquire at the Admissions Office in the Hugh S. Black Building or at the Bunwell Building.

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, 1981.

The College makes every attempt to enforce the provisions of the Family Educational Rights and Privacy Act of 1974. This law, as it applies 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.

Wofford College's policy of non-discrimination on the basis of race, color, religion, national origin, sex, handicap, and age is in conformity with applicable federal laws and regulations.
ACADEMIC CALENDAR FOR 1981-82

1981

FIRST SEMESTER

September
3, 4 Thursday—Friday—Pre-Session Faculty Workshop
6-8 Sunday—Tuesday—Orientation for new students
8 Tuesday—Registration for new and returning students
9 Wednesday—Classes begin at 8:30 a.m.
18 Friday—Last day for adding courses and registering

October
2 Friday—Last day for dropping courses
16 Friday—Mid-semester grading period ends
30 Friday—Fall academic holiday

November
2 Monday—Classes resume at 8:30 a.m.
10 Tuesday—Pre-registration for second semester 1981-82
12 Thursday—Pre-registration for second semester 1981-82
25 Wednesday—Thanksgiving holidays begin at 5:30 p.m. (Friday class and lab schedule)
30 Monday—Thanksgiving holidays end; classes begin at 8:30 a.m.

December
11 Friday—Last day of first semester classes
14-18 Monday—Friday—First semester final examinations
18 Friday—Holidays begin after final examinations

1982

INTERIM

January
3 Sunday—Residence halls open
4 Monday—Interim begins
29 Friday—Last day of Interim

SECOND SEMESTER

January
31 Sunday—Residence halls open

February
1 Monday—Registration for second semester classes
2 Tuesday—Classes begin at 8:30 a.m.
10 Wednesday—Last day for adding courses and registering
24 Wednesday—Last day for dropping courses

March
12 Friday—Mid-semester grading period ends

April
2

May
7
10-14
15, 16

June
7

July
9
12

August
13

September
2, 3
4-6
6
7
8
17

October
1
15
22
25

November
9
11
24

December
1982

Holidays begin after final examinations

18 Friday—Holidays begin after final examinations

Wednesday—Thanksgiving holidays begin at 5:30 p.m. (Friday class and lab schedule)
Monday—Thanksgiving holidays end; classes begin at 8:30 a.m.
December  10  Friday—Last day of first semester classes
13-17  Monday-Friday—First semester final examinations
17  Friday—Holidays begin after final examinations
WOFFORD COLLEGE

Founded in 1854 and related to the United Methodist Church, Wofford College is a privately supported four-year liberal arts college of approximately one thousand undergraduate men and women students.

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

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

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

GOALS OF THE COLLEGE

It is a goal of the College that its graduates be morally concerned and motivated to serve, and that they also have the knowledge, abilities, skills, and character to live successfully and creatively. These general skills, abilities, and values developed by liberal education in a Christian community are increasingly more practical and valuable in the modern world. The uncertainty and change which distinguish our culture demand more than an ability to manipulate the instruments of technology and the techniques of commerce—effective service requires vision, creativity, adaptability, and the ability to solve problems.

Wofford College also wants its graduates to 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 clear thinking and communicating, analyzing, synthesizing, and experimenting; 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 for 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.

CAMPUS AND BUILDINGS

The Wofford College campus consists of about ninety acres of landscaped grounds. The physical plant includes thirty buildings, a stadium, several playing fields, and other related facilities. In the past few years several new buildings have been constructed, including the Campus Life Building, completed in early 1981, and the three-level Sandor Teszler Library, the Burwell Building, and three residence halls.

THE COLLEGE LIBRARY

The Wofford library collections are housed in the Sandor Teszler Library, a three-level, air-conditioned building with seating accommoda-
tions for 385 readers. In service since the fall of 1969, the building was dedicated in 1971 and named for Sandor Teszler, a well-known textile leader.

The library’s resources and materials—journals, periodicals, newspapers, microforms, audiovisual materials, books—are acquired and maintained to sustain the College's educational programs, to support research activities, and to provide access to information of current and continuing importance.

There are more than 175,000 volumes in the general collections including bound journals and microfilmed materials. In special collections there are some 7,000 volumes, including important scholarly books of the 16th and 17th centuries.

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. 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 Phi Beta Kappa Charter in August 1940. 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, and 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 studies, interdepartmental studies, mathematics, philosophy, physics, psychology, religion, and sociology. Course work is also available in six fields in which majors are not offered: computer science, education, geology, military science, fine arts, and physical education. Furthermore, Wofford students may be permitted to undertake majors at nearby Converse College in several areas in which majors are not available at Wofford: e.g., art, education, music (liberal arts), theatre, and classics.

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; the 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 faculty members and students from many of the usual class commitments of the semesters and permits each to concentrate for a month on a single study 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 substantial use of new materials and new 
approaches at Wofford, innovation and experiment are the keynotes of 
the Interim. The Interim permits and encourages teachers and students 
to explore the new and untried, and in so doing to run risks that could 
not be justified in the semesters.

The combination of these two approaches, each with its own particular merits, offers students and faculty at Wofford 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 students' Interim work and accomplishments, 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 overall picture of their academic performance.

Each Wofford student is to participate in one Interim project for each full-time year (or equivalent) of academic work at Wofford. In the normal circumstance therefore, to meet the Interim requirements for graduation each student (1) must participate in four projects and (2) must pass at least three. The requirements for successful participation by transfer students and others who complete graduation requirements in less than four years (or the equivalent) at Wofford are established on a pro-rated basis for any given case, but generally those students who are required to participate in three projects must pass at least two; those required to participate in two projects must pass two; and those required to participate in one must pass one.

For students permitted one non-passing participation, credits lost through unsuccessful work in that one project may be regained in semester course hours; but the further credits lost when students fail more projects than is permissible must be regained through successful project participation in subsequent winter Interim periods, during any of which only one project may be undertaken by any student, as is always the case.

*More specifically, each student must participate in one Interim project for every twenty-seven hours earned through course work at Wofford, or, for those students who complete all requirements at Wofford in three years, in one project for each of those three years.

FRESHMAN ORIENTATION PROGRAM

Wofford makes special efforts to orient freshmen to the academic world and to encourage them to relate their academic experiences to the world of work. These efforts have taken several specific forms. Most recently, for example, freshmen in the first semester have been involved in a program emphasizing study skills and reading and writing competence; in the second semester, the program has emphasized career information and guidance. While the College is committed to the purposes of these efforts, the program is experimental and therefore subject to annual modification.

Successful participation in the two semesters of the program is normally a requirement for all freshmen.

ARMY RESERVE OFFICER TRAINING CORPS

Participation in ROTC at Wofford is voluntary. It should be of interest, however, that among colleges and universities which offer ROTC on a voluntary-participation basis, Wofford has consistently been a leader in the percentage of students enrolled in the ROTC program. In academic year 1980-81, for example, almost a third of the Wofford student body participated in the program. Uniforms, textbooks, and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays tuition and certain other expenses (see Catalogue section on financial aid). The normal four-year sequence of ROTC instruction is divided into the Basic Program and the Advanced Program.
THE BASIC PROGRAM

The Basic Program is normally taken during the student’s freshman and sophomore years. Participation is voluntary and no obligation for military service is incurred. The instruction includes six courses: Organizational Leadership, Basic Map Reading, Introduction to Small Arms Military History, The Threat and the Modern Battlefield, and Small Unit Tactics. These courses offer a total of nine credit hours. The student may elect from the six courses in any sequence, and may apply toward graduation as many as six credit hours earned in them.

THE ADVANCED PROGRAM

Satisfactory completion of six credit hours in the Basic Program, or ninety contact hours in ROTC-sponsored extracurricular activities (see below), or substitute military experience (two years of active duty with an honorable discharge), or three years of JROTC will qualify the student for entrance into the Advanced Program if he or she also has shown leadership potential and has met the necessary physical and academic standards.

Normally taken during the student’s junior and senior years, the Advanced Program offers a maximum of twelve credit hours. It provides instruction in techniques of effective leadership, tactics, military law, logistics, administration, responsibility of the officer, and the exercise of command, and is designed to further the development of the student’s leadership qualities. Advanced Program students receive a tax-free subsistence allowance of $100 per month for ten academic months per year, and are paid approximately $540 for the six-week Summer Camp they are required to attend after completion of their junior year. The total subsistence and pay amounts to more than $2,540 while enrolled in the Advanced Program.

The Advanced Program cadet may elect to enter active duty for three years or participate in the Reserve Force Duty Program (RFD) as means for fulfilling the incurred obligation for military service. Under the RFD program, the student will be commissioned in either the National Guard or the U. S. Army Reserves for a total of eight years, during which time he or she attends monthly paid drill periods. This enables individuals to pursue civilian careers and serve their nation at the same time. The RFD program can be guaranteed if the student desires. Moreover, the student’s preference concerning the occupational specialty in which he or she wishes to serve is taken into consideration prior to assignment. The options offered are numerous and attractive.

ROTC ACTIVITIES

In addition to presenting classroom instruction, the Military Science Department sponsors numerous extracurricular activities which are designed to complement and reinforce skills and techniques learned in the classroom. Participation is voluntary and no academic credit is awarded. However, contact hours may be accumulated and used as qualification for entrance into the Advanced Program. The activities presently offered are Rifle Team, Special Forces/Rangers, a chapter of the National Military Honor Society of Scabbard and Blade, and adventure activities such as rappelling, whitewater canoeing, and mountaineering.

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.

Also, Converse may permit Wofford students to undertake majors at Converse in areas in which majors are not available 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 theater. 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, and a cooperative program with the Emory University School of Nursing.

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

Carefully planned foreign study experiences can be very valuable and are highly recommended as part of the Wofford program. Qualified students are encouraged to consider the following opportunities.

In doing so, students may note that, whether year-long or semester-long, foreign study will generally make it impossible for them to take part in that year's Wofford Interim program as ordinarily required. But when that is the case, satisfactory completion of an approved foreign study program will stand in lieu of successful Interim participation for that year. Thus participation in foreign study programs need not cause students to fall behind in progress toward meeting Interim requirements.

WOFFORD PROGRAMS

Wofford College, as a member of the Council on International Educational Exchange, joins with other U.S. institutions in sponsoring overseas study centers in France (University of Haute Bretagne, Brittany) and Spain (Universities of Seville and Cadiz).

These centers offer programs for either one semester or a full academic year (usually in the student's junior year). In either case, credits are awarded by Wofford and include 3 or 4 hours in linguistic/cultural orientation credits and approximately 12 credit hours of regular course work per semester. (These credits are included in the computation of a student's cumulative grade average.) The majority of courses award credit in foreign languages, but a limited number of courses are available for which credit may be earned in other disciplines (economics, fine arts, government, and history).

A student need not be a foreign language major in order to participate in the programs. Basic requirements for admission are: successful completion of at least two years of study of the appropriate language; a 2.75 overall grade-point average; and a 3.0 grade-point average in the student's major area. Program costs are comparable to those of attending Wofford, plus international travel expense. Financial aid at Wofford is applicable for study in these programs. Interested students should consult the Chairman of the Department of Foreign Languages for further information and application forms.

OTHER ACADEMIC YEAR PROGRAMS

Wofford students may also apply to foreign study programs of other colleges, sponsored not only in France and Spain but also in Latin America, Germany, England, Italy, Israel, and other countries. Credits earned in these programs may be accepted as transfer hours if passed with grades of C or higher. (These credits do not affect the student's cumulative grade average.)

Interested students should consult the Dean of the College at Wofford. If the Dean approves the program or institution in which the student wishes to study, the specific courses in which the student plans to register must be approved—in advance—by the department chairman in whose discipline the course falls, by the student's advisor, and by the Registrar. After the student completes the program, grades will be evaluated by the Registrar and the Dean. As many 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.

OTHER OPPORTUNITIES

Wofford students have access also to various other opportunities for foreign study, including travel/study projects in the Interim and a variety of occasional summer institutes, and the College encourages participation in these as well.

SUMMER SESSION

The Summer Session, conducted in two terms of five weeks each, begins each year in early June and ends in mid-August. (Specific dates
are indicated in the calendars appearing in this Catalogue. The summer academic program reflects the same general purpose as that of the fall and spring semesters. It also provides special advantages in allowing both current and new students an opportunity to accelerate their work toward the bachelor's degree, in permitting students to make up academic deficiencies they may have incurred, and in providing an opportunity for rising high school seniors to take college courses and earn college credits during the summer. The Summer Session also provides for teachers and other professionals the opportunity to take undergraduate work for certification and recertification.

COURSES AND CREDITS

In each term, summer courses normally meet five times weekly, Monday through Friday, in daily class sessions of one hour and fifteen minutes per course. In addition, science courses have laboratories three afternoons a week. Most summer courses carry credit of three or four semester hours each, and students may undertake a maximum of two courses per term.

The certifying bodies of the various states have their own 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 established requirements which specify in some detail the educational training for certification. It should be noted that these requirements include professional courses in education and specified training in content or subject matter.
STUDENT SERVICES

The Deans and the Registrar exercise general supervision over the student personnel program. Services provided through the admissions office, the financial aid office, the residence halls, counseling and advising programs, 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

Because it is important that new students come to appreciate as soon as possible that they are members of the campus community and that such membership brings certain responsibilities and opportunities to them, Wofford conducts programs of orientation for freshmen and transfer students as means of promoting the familiarization process. During the periods of orientation, which are held in the summer, in September, and, on a lesser scale, in February, participation in a variety of planned activities and processes enables new students to become acquainted with each other and with upperclass student leaders, faculty members, advisors, the educational program, campus facilities, and Wofford traditions, standards, and policies.

The orientation programs are planned by a college committee of faculty members, students, and administrators, and are carried out under the supervision of the Dean of Students.

GUIDANCE AND COUNSELING PROGRAMS

CENTER FOR CAREER COUNSELING AND COOPERATIVE EDUCATION

The Center offers a number of career guidance services. It provides career guidance and counseling for Wofford students and prospective Wofford students; makes available to Wofford's constituencies a variety of information on the career relevance and importance of liberal arts studies; offers vocational preference testing; provides Wofford faculty advisors with career information which they may impart to their advisees; and maintains a collection of publications on careers and vocations.

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.

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.

Students interested in such testing should consult the Director of Career Counseling.

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, 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.

In order to take full advantage of advisors' abilities and interests in assisting them with sound, helpful counsel in the critical first two years of college, freshmen and sophomores should feel free to initiate contact with their advisors on any matters with which they need help.

DEPARTMENTAL ADVISING

Towards the end of the sophomore year, students are to specify the academic department in which they intend to major. When that step is taken, a faculty member in the intended major department (normally the chairman) becomes the student's advisor for the junior and senior years. During that time, students can and should consult their departmental advisors on all matters concerning their majors 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 by the college nurse or college physicians in ordinary cases of sickness and accidents. Bed care in the infirmary is available for a limited time for minor illnesses when 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

A limited number of part-time jobs are available on the campus. Students interested in on-campus employment should contact the Director of Financial Aid. Also, there are opportunities for part-time off-campus employment in Spartanburg. Students who are interested in securing such employment should consult with the Director of Placement.

While many Wofford students hold part-time jobs, experience has shown that in the freshman year only the most able students can hold regular outside employment of more than 10-20 hours per week and at the same time do satisfactory academic work. The first-year student therefore should be guided accordingly.

PLACEMENT SERVICES

Wofford College maintains a Placement Center to help seniors locate employment positions in fields appropriate to their interests and abilities.

Students are invited to register with the Placement Center early in their senior year. When they have done so, they have access to the Center’s various services, which include assisting with the preparation of credentials, providing information regarding job opportunities, developing contacts with prospective employers, and arranging interviews with representatives of various businesses and industries which are invited to the campus.

The College of course cannot guarantee that employment will be found in any given case, but it seeks, through the Placement Center, to make every effort to assist its graduates in reaching that objective.

FINANCIAL AID SERVICES

Financial aid services are available in the Financial Aid Office (see Catalogue section on Finances). In addition, the chairman of the academic departments can assist Wofford seniors by providing information regarding scholarships, fellowships, assistantships, and other financial aid for study in graduate and professional schools.

STUDENT REGULATIONS

Wofford’s regulations and policies regarding campus life and student conduct are stated in the Wofford College Student Handbook. Included are statements on such matters as the use of alcoholic beverages, the prohibition of illegal drugs, the campus judicial system, the rights of due process, and policies regarding academic discipline and class attendance. The Handbook also contains in full the Code of Student Rights and Responsibilities. The Handbook is distributed to all students at the beginning of each academic year; all are expected to become familiar with the information in the Handbook and to keep it available for reference.

AUTOMOBILE REGULATIONS

All motor vehicles operated on campus must be registered with the Security Department 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 campus parking and traffic regulations, with which all are expected to become familiar and in compliance.

RESIDENCE REGULATIONS

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.

Students taking fewer than nine hours in a semester must have special permission from the Dean of Students to reside in the residence halls.
All resident students are required to board in the college dining hall. Day students may purchase meal tickets at the Business Office.

Each resident student must pay a $50 security deposit which is held by the College as long as the student resides in college housing. When there are residence hall damages for which students are responsible, the students will be charged for them and the charges will be deducted from their deposits. At the time a student ceases to reserve or reside in college housing, the balance of the deposit becomes refundable.

Resident students 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 July 1 that the student does not plan to return.

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

Upperclass 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.

Residence hall rooms 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 own 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 Christian institution related to the United Methodist Church. It strives to create an atmosphere congenial to the development of Christian character. 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, worship services, religious programs and frequent public lectures, periods of Religious Emphasis, and the activities of student religious organizations.

STUDENT ACTIVITIES

Wofford maintains a program of student activities which complement and support the educational program in achieving the College's purpose. The Dean of Students administers the activities program.

ORGANIZATIONS

Formal recognition of student organizations may be granted upon application to the Student Affairs Committee. Named and described below are the organizations which are currently recognized.

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 National Service Fraternity: To develop leadership, promote friendship, and provide service to humanity.

American Chemical Society, Students 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.

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

Blue Key National Honor Fraternity: To recognize juniors and seniors 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.

Crits 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.

Delta Phi Alpha: 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 other youth with the challenge and adventure of accepting Jesus Christ as Lord and Savior.

Gospel Choir: To develop an awareness, appreciation, and understanding of gospel music.

Hyperopics: To promote truth across disciplinary lines.

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

Phi Beta Kappa: To encourage academic excellence by honoring persons elected on the basis of scholarly achievement, high character, and special extracurricular attainments.

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

Pi Gamma Mu: 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, 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.

Pre-Ministerial Society: To provide students with activities and information relating to careers in the ministry.

Psi Chi: To further interest and educational inquiry into all aspects of scientific psychology.

Scabbard and Blade: To raise the standard of military education in American colleges and universities; to encourage and foster the essential qualities of good and efficient officers; and to promote friendship and good fellowship among the cadet officers. Scabbard and Blade at Wofford sponsors such activities as the Annual ROTC Turkey Shoot, the Annual Dining-In, the Spring Military Ball, and numerous civic and charitable projects in the Spartanburg area.

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: 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 whitewater.

Wofford College Campus Union: To coordinate the various aspects of campus life through the student assembly and its committees.

Wofford College Heritage Club: To unite its members in good fellowship and in co-operative effort with the College Community toward the fulfillment of the educational and humanitarian purposes of the College so that it may continue its significant achievement and influence.

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

Wofford College Young Republicans: To provide students with the opportunity to participate in the political process on a national, state, and local level.

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 seven social fraternities for men at Wofford are:

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

The Wofford College Panhellenic Council is composed of all members of eligible fraternities on campus. The Council (delegates from each chapter) is responsible for local panhellenic operation in accord with National Panhellenic Conference policies and procedures and for developing and maintaining fraternity life and interfraternity relations at a high level of accomplishment.

The social fraternities for women at Wofford are:

- Kappa Delta
- Zeta Tau Alpha

Alpha Kappa Alpha has a local Alumnae chapter at Wofford.

Delta Sigma Theta has a local chapter in conjunction with Converse, Limestone, USCS, 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 by Wofford as an important part of college life. The College believes in high amateur standards for intercollegiate athletics, and as a member of the National Association of Intercollegiate Athletics, conforms to the rules and requirements of that association. Wofford fields intercollegiate teams in football, basketball, baseball, tennis, golf, soccer, riflery, and volleyball.

PUBLICATIONS

The College Committee on Publications exercises financial control over the three principal student publications and elects their editor-in-chief and business 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 campus newspaper; _The Journal_, a literary magazine; and the _Bohemian_, a yearbook.

The publications afford excellent training in journalism and in business management to those students who have special aptitude in those fields. Interested students are assisted and encouraged by the faculty in their efforts.

_The Old Gold and Black_, edited by the students, presents reports 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 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 among those given through the College in recognition of excellence in various achievements and qualities:

_Desertrmental 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. Caughey Award_ — Given to a member of the Kappa Alpha Order for academic achievement.

_Honors Poetry Prizes_ — Given for outstanding achievement in the writing of poetry.

_Journal Awards_ — Given for outstanding achievement in the writing of short stories.

_Military Science Awards_ — Awarded by various organizations to students enrolled in military science for outstanding character, performance, and potential for service.

_Music Awards_ — Given 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_ — Election to Who's Who Among Students in American Universities and Colleges is
an honor bestowed upon a select group of seniors. Factors considered include excellence and sincerity in scholarship, leadership, participation in extracurricular and academic activities, campus citizenship, sense of the school, and promise of usefulness to business and society. Selection is through secret ballot by a committee representing the administration, faculty, and student body. The program is administered by the Student Affairs Committee.

*The Algernon Sydney Sullivan Award*—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. 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.

*The William Stanley Hoole Award*—Named after William Stanley Hoole, class of 1924 and captain of the 1923 Wofford College football team. Awarded annually to the senior intercollegiate athlete with the highest academic average.

*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 Advisors from 1888 to 1890.

*The 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.
ADMISSIONS

Wofford College admits men and women of good character who demonstrate the potential for successful academic work at Wofford. The College seeks students who are ready to assume responsibility for their personal behavior 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 are available 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 submitted with a non-refundable $15 fee to the Admissions Office.

2. TRANSCRIPTS
   a. Freshman applicants must have transcripts of their high school records sent to Wofford directly from their high schools.
   b. Transfer applicants must have transcripts and transfer evaluation forms sent directly to Wofford by all the colleges they have attended.

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 in two fields of interest are recommended but not required.

4. EVALUATIONS AND RECOMMENDATIONS
   a. Freshmen — A guidance counselor's evaluation is required. It should be sent to Wofford by the high school.
   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, or other respected adult who knows the applicant well.

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 mailed by the physician to the Admissions Office as soon as possible after notification of acceptance.

PERSONAL INTERVIEWS AND CAMPUS VISITS

Although the admissions application process does not require personal interviews, applicants and other interested students are urged to visit the campus and talk with representatives of the College, who can serve visitors more effectively if arrangements for visits are made in advance. Interviews may be scheduled for weekdays from 9 a.m. to 4 p.m. and for Saturdays from 9 a.m. to noon. The Admissions Office telephone number is (803) 585-4821, extension 275. The office is located in the Hugh S. Black Building.

Twice a year the College holds hospitality visitation programs for invited high school juniors and seniors. For further information about these and other opportunities for visiting the campus, interested students and parents should contact the Director of Admissions.

NOTIFICATION, REPLY DATES, AND RESERVATION DEPOSITS

The Committee on Admissions acts on applications when they have been completed (application form, fee, and transcripts, and, for freshmen, test scores and guidance counselor's recommendation), and applicants are notified of the Committee's decision directly thereafter.

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.

CRITERIA FOR ADMISSION

The Committee on Admissions does not prescribe a rigid set of course requirements for admission. 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:
Desirable electives are a third or fourth year in a foreign language and an additional year in mathematics or science.

Each applicant is judged on his or her merit as a potential Wofford student. In reaching each of its decisions, the Committee on Admissions pays particular attention to the applicant's high school or college program, class rank, test scores, grades, 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 applicant's standardized test total score should be higher than the average total score of the current 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.

COLLEGE STUDY OPPORTUNITIES FOR HIGH SCHOOL JUNIORS AND SENIORS

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 in this program is subject to the approval of such institutions.

The program provides an excellent opportunity for qualified high school students to become acquainted with college work and it can help them select for the senior year of high school those 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 and fee structure as the Summer Session at Wofford.

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 taking Wofford courses through this program is $50 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 $50 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 OTHER INSTITUTIONS OF HIGHER LEARNING

Candidates submitting evidence of studies successfully pursued in other institutions 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 to Wofford College. Transfer applicants must have a 2.0 grade-point average before being considered for admission. 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 transfer admission must arrange for official final transcripts of all prior college-level academic work to be sent directly to the Director of Admissions at Wofford by each college or university they have attended. The Committee on Admissions may also require high school transcripts for those applicants who have attended institutions of higher learning less than one full academic 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 62 semester hours, exclusive of credit in basic military science. No more than two 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 Associate of Arts or Associate of Science degrees may receive credit toward a Wofford degree. For further information consult the Registrar.

READMISSION OF FORMER STUDENTS

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

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 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.

In addition, credits may be awarded on the basis of DANTES, correspondence courses, and military experience and schools.

No more than thirty semester hours of credit may be awarded 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 50th 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 most tests taken in this program. The chemistry department requires a validation test before any credit is awarded, and the mathematics department does not give credit on the AB Exam for a score less than 4. The high school junior or senior should consult his or her guidance counselor about taking AP courses and 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 credit. As many as twelve hours of credit through correspondence courses conducted by a regionally accredited university or college may be accepted. 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 or 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 must earn in the College's ROTC Program to be commissioned. Under no circumstances will these credits be granted in addition to ROTC hours or basic P.E. hours previously or subsequently earned.

College credit is awarded for some military service schools that are recommended by the American Council on Education's, "A Guide to the Evaluation of Educational Experiences in the Armed Services."

Wofford demonstrates its interest in military personnel who wish to continue their education under programs such as "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 inclusive, fees for resident and day students. Comprehensive fees do not cover the entire cost of the college program. More than $1,000 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 1981-82 academic year, comprehensive fees will be $6,045 for resident students and $3,945 for day students.

The schedule for payment is as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Resident Students</th>
<th>Day Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>$3,375</td>
<td>$2,200</td>
</tr>
<tr>
<td>Spring</td>
<td>$2,670</td>
<td>$1,740</td>
</tr>
</tbody>
</table>

The first payment period includes the fall semester and the Interim. A 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 limited infirmary care. It provides for each student one copy of the college annual,** subscriptions to other student publications, admissions to "at home" athletic events, and participation in all organizations and activities that are intended for the entire student body. No assessment by classes or by the student body can be made except by special permission of the Administration.

The comprehensive fee does not include the $50 security deposit which must be paid by each resident student. This security deposit is held by the College as long as the student resides in college housing. When there are residence hall damages for which students are responsible, the students will be charged for them and the charges will be deducted from their deposits. At the time a student ceases to reside in college housing, the balance of the deposit becomes refundable.

The comprehensive fee also does not include coverage for the cost of travel, subsistence, or activities on foreign trips or other off-campus travel during the Interim.

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 Business Office.

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

Summer fees are shown in the Summer Session brochure.

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 Business Office. Various arrangements for deferred payment are available. Any scholarships, grants, and loans are credited to students' 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>Portion of Comprehensive Fee Refunded*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two weeks or less of the semester</td>
</tr>
<tr>
<td>From two to four weeks of the semester</td>
</tr>
<tr>
<td>From four to six weeks of the semester</td>
</tr>
<tr>
<td>From six to eight weeks of the semester</td>
</tr>
<tr>
<td>Over eight weeks of the semester</td>
</tr>
</tbody>
</table>

3. All accounts with the College must be settled no later than December 1 of the first semester and May 1 of the second semester, dates 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.

RESERVATION DEPOSITS

Reservation 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.

Reservation 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 reservation deposits in the spring semester by the announced due date. No student may preregister for fall semester courses unless the deposit has been paid. And in the case of resident students, room assignments for the fall semester will not be made before the deposits are paid. Because campus housing space is in demand, there are no guarantees that rooms will be available for those who do not pay the deposit by the due date.

Reservation deposits by currently enrolled students are refundable if the Dean of Students is notified in writing prior to July 1 that the student does not plan 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 program, 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, athletic ability, or career plans. Application for financial aid should be made with the Director of Financial Aid, who will seek to arrange for a grant, scholarship, loan, or employment, or a combination of these for which the student is eligible. Applicants for aid based on financial need must submit the financial information necessary to determine the assistance for which the student is eligible. Appropriate forms 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 funds 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 be 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. Pell Grants (formerly called 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. Normally, none will exceed 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 1:30-4:00 Monday through Friday. Appointments are suggested but are not required. The telephone number is area code 803) 585-4821, extension 285.

GRANTS AND SCHOLARSHIPS

The Scholars Programs — A number of major four-year scholarships ranging in value from $850 to more than $6,000 per year are awarded annually to selected incoming freshmen on the basis of exceptional scholarship and leadership. Financial need is not a consideration. Unless otherwise specified, the selection of the recipients of these
scholarships is based on competition held during the fall of the applicants' last year in high school.

Also, several major scholarships are awarded to Wofford seniors for one year or to juniors for two years. Selection of the recipients is based on exceptional scholarship and leadership. The awards range in value up to the amount of tuition and fees.

The Scholars Programs are listed below and are described individually later in this section.

- Cleveland Scholars
- Daniel Scholars
- and Daniel Finalists
- Gosnell Scholars
- Hipp Scholars
- Leonard Scholars
- Loftin Scholars
- McAlister Scholars
- and McAlister Finalists
- Wofford College Merit Scholars
- Spartan Mills Scholars
- Springs Scholars
- Wickware Scholars
- Anna Todd Wofford Scholars
- Benjamin Wofford 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 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount per School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministerial students, all denominations:</td>
<td></td>
</tr>
<tr>
<td>Resident student</td>
<td>$500</td>
</tr>
<tr>
<td>Day student</td>
<td>$300</td>
</tr>
<tr>
<td>Children of United Methodist ministers:</td>
<td></td>
</tr>
<tr>
<td>Resident student</td>
<td>$500</td>
</tr>
<tr>
<td>Day student</td>
<td>$300</td>
</tr>
</tbody>
</table>

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 commissioned 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 most sports. 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 financial assistance to qualified students in the form of four-year, three-year, two-year, and one-year scholarships. These ROTC scholarships pay for college tuition, textbooks, laboratory fees, and other miscellaneous academic expenses. In addition, a scholarship student receives a tax-free subsistence allowance of $100 monthly for up to ten months of each school year that the scholarship is in effect. The four-year scholarships are awarded on a competitive basis to high school seniors who are about to enter college as freshmen. Any full-time students at Wofford may apply to compete for the three-year and two-year scholarships. The key factors considered in the selection process for these scholarships include academic standing, leadership ability, and overall motivation. The number of ROTC scholarships available at Wofford has steadily increased and for qualified, motivated students the chances of selection are very good. A full four-year ROTC scholarship at Wofford has an approximate value of $20,000, or about $5,000 yearly.

**Pell Grants** — Pell Grants (formerly called BEOG) are awarded directly to students by the federal government. The amount for which a student is eligible is determined individually by the U.S. Department of Education. The maximum grant in 1980-81 was $1,750 per year. Students who have financial need can receive Pell Grants as long as they are making satisfactory academic 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 financial need. An eligible student may receive a grant each year as long as the student maintains satisfactory academic progress. Grants range from $200 to $2,000 per 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 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, P. O. Box 11638, Columbia, South Carolina 29211. These grants are given on a one-year basis but may be renewed for four academic years. Grants up to $2,000 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 —

Miliken and Company Scholarships — These grants provide $2,000 per year to employees or to sons or daughters of employees of Miliken 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 $1,200 per year.

J. E. Sirrine Scholarships — The Sirrine Scholarship Fund was established by Joseph E. Sirrine as a memorial to his parents. The Fund assists worthy students from Greenville County, S. C. Information can be obtained from the Sirrine Scholarship Program, P. O. Box 2840, 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 Loans (NDSL) — This program provides loans for needy students who are or will be enrolled at least half-time. A total of $6,000 may be borrowed by undergraduates, not more than $3,000 for the first two years. Repayment and 4% interest begin six months after the student leaves college.

Guaranteed Student Loans — 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. Repayment of principal and interest by the student begins six months after the student leaves school. Nine percent interest is charged.

United Methodist Student Loans — 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

John B. Cleveland Scholars — The John B. Cleveland Endowed Scholarship was established in 1976 by Mrs. Agnes Sandifer Stackhouse in memory of her grandfather, John B. Cleveland, a distinguished benefactor of Wofford College. The fund will provide a scholarship equal to the cost of tuition and fees for a freshman science student and a scholarship equal to the cost of tuition and fees for a rising junior or senior science student. The upperclassman recipient is selected by the chairman of the science departments at the College.

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. 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 they may qualify for this scholarship 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 equal the cost of tuition each year for a period of four years.

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 the late Allen O. Clark, a graduate of Wofford College and a distinguished educator, for many years principal of Dorman High School in Spartanburg, and later superintendent of District 6 Schools, Spartanburg County.

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.

Boyd C. Hipp, II Scholars — The Boyd C. Hipp, II Endowed Scholarship Fund provides awards for rising juniors who plan to enter the field of business. The selection committee shall consider qualities such as academic performance; character and integrity; self-reliance; initiative, and resourcefulness; ability to communicate clearly and effectively, both in oral and in written form; successful relations with a variety of people; energy and physical vigor; leadership capacity; and an unselfish desire to serve. The scholarship is provided through an endowment established by the generosity of Boyd C. Hipp, II, Class of 1974. Each year it pays an amount equal to tuition and fees.

W. Raymond Leonard Scholars — 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.

James C. Loftin Scholars — The James C. Loftin Endowed Scholarship was established in memory of Dr. James C. Loftin, former professor of chemistry and department chairman. The scholarship is presented annually to a chemistry major who has demonstrated outstanding character, superior academic performance, and professional promise in chemistry.

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 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. This contribution provides scholarships for two students each year who are finalists in the McAllister competition. The scholarships are equal to the cost of tuition and fees each year for four years.

Larry H. McCalla Scholars — The Larry H. McAlla Scholarship Fund was established by The Daniel Foundation in honor of Larry H. McCalla, alumnus, physician, distinguished community leader, and Wofford Trustee. The award is made to an outstanding pre-medical student whose non-academic activities exemplify the well-rounded individual. The scholarship is awarded in the student’s junior or senior year.

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 $2,000, depending upon financial need.

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 employees who have worked at one of Spartan Mills’ or Southern Powell’s divisions for one year, or spouses, children, or grandchildren of employees with at least one year’s service.

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 the 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.

Ruth Winn Wickware Scholars — The Ruth Winn Wickware Scholarship and The Ruth Winn 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 scholarships each year for the pursuit of studies in the field of economics and business administration. The scholarships are awarded on the basis of character, leadership, and scholastic achievement, and are renewable for four years.

Anna Todd Wofford Scholars — Established in 1973, the Anna Todd Wofford 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 at the Admissions Office at Wofford.

Benjamin Wofford Scholars — The Benjamin Wofford 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 principals and guidance counselors, and through the Wofford Admissions Office.

GENERAL SCHOLARSHIPS

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

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

Epworth Home Scholarships of $350 per year are granted to graduates of the Epworth Home.

The Faculty Scholarship Fund was established by the Wofford College Faculty to attract good students and to receive donations in honor of special faculty members.

The First Federal Savings and Loan Scholarship is awarded each year on the basis of need and academic achievement to one or more residents of Spartanburg County.

The Sam A. George Endowed Scholarship Fund was established in 1972 by Mr. and Mrs. Sam A. George to assist deserving students.

The M. Alex Foster Scholarship was established by M. Alex Foster, a Wofford alumnus, Class of 1933. This scholarship in the amount of $1,000, renewable for four years, is awarded to a graduate of Dorman High School on the basis of academic ability and financial need.

The John Graham Steers' Award 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 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 is a $500 award made annually by the Spartanburg Kiwanis Club to a worthy freshman from Spartanburg County.

The Furman Jenkins Knight and Richard Warren Knight Memorial Scholarship 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 R. J. Little Family Endowed Scholarship Fund was established in 1980 by R. J. Little to assist worthy students.

The Ben Montgomery Award is given annually by Mrs. Mary P. Montgomery through the Terrier Club program. The 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 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 Neofytos Papadopoulos Scholarship, given by Dr. Constantinos P. Papadopoulos of Houston, Texas, provides $1,000 per year for a student from Greece, in memory of Dr. Papadopoulos’ father.
Scholarships

The Charles Nesbitt Scholarship Fund 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. E. Nettles, Jr. Scholarship Fund is a memorial to W. E. Nettles, Jr. Proceeds are used to provide a scholarship for a student athlete on the tennis team.

The Vera C. Parsons Foundation Awards 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 is built upon a Jonathan Logan Scholarship 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 D. L. Scurry Foundation Scholarship is provided by the Scurry Foundation to assist deserving students.

The South Carolina Electric and Gas Company Scholarship is a one-year, $750 award made to a student in the upper one-third of his or her 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, 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.

The Spartanburg Methodist College Scholarship, 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, valued at $500 per year, is awarded to a Spartanburg County student. The scholarship is granted on the basis of need and scholastic promise.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Reunion Scholarships 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 others to enjoy similar benefits.

The Terrier Club Grants are provided by members of the Terrier Club, Wofford’s fund-raising organization for athletics. These scholarships are awarded to outstanding athletes each year.

The Nannie Tickle Scholarship was established in 1976 by Mr. Don Tickle in memory of his mother. It assists deserving students.

The United Methodist Scholarships of $500 each are awarded annually by the Board of Education of the United Methodist Church to four outstanding Methodist students.

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 kinsmen.

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

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. The 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 employees or children of employees of the D. E. Converse Company eligible for college entrance.

The Pierce Embrick Cook Scholarship was established by Mr. Robert J. Maxwell, Jr., of Greenville, S. C., in honor of the Reverend Pierce Embrick 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 Dilla H. Darby Endowed Scholarship was established in 1979 by Colonel James E. Darby in memory of his mother, Dilla H. Darby. The scholarship is given annually to Wofford College students who have been residents of South Carolina for at least five years.

The Walter and Johanna Demopoulos Endowed Scholarship Fund was established in July 1979 by the family to perpetuate an annual scholarship program first initiated by the late Walter Demopoulos in 1954. Awards are based on 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. The 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 1978 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, the scholarship was permanently endowed through a bequest by Mr. Durham. The 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 1968. The annual proceeds from the endowment are used as a scholarship for an employee or son or daughter of an employee of Fairforest Finishing Company. However, when there is no application for the scholarship, it may be diverted to some other worthy student.

The George Waddell Fooshe Endowed Scholarship was established by JANE VAN KEUREN FOOSHE in 1979 in memory of George Waddell, Class of 1895.

The William H. Gladden, Jr., Scholarship was established by Mrs. MAUDE 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., in October 1960 as a memorial in honor of John Lyles Glenn, Class of 1879, and Lyles Glenn Hardin, Class of 1935.

The Thomas Henry Gossett 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 L. 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 Chelsey 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; her 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 Julian C. Hyer Endowed Memorial Scholarship Fund was established in 1975 by the will of Julian C. Hyer.

The Isom Scholarship was established in the will of Mrs. Lee G. Isom, the income to be used for the education of a 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 the 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., Class of 1883. The income from the 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 R. J. Little Family Scholarship Fund was established in 1980 in memory of Robert Judson Little, his wife Eddie Greer Little, and their children Nan Ethelyn and Mac.

The Dean Frank Logan Scholarship was established by the will of Mr.
Leo Oppenheimer of Chicago, Ill. in 1974. The scholarship fund has been added to upon Dean Logan's retirement by alumni and friends who wished to honor his 37 years of service to Wofford College. 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 W. J. McLeod, Jr. Endowed Scholarship Fund was established by W. J. McLeod, Jr. in 1980.

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 provide an award for an employee or a son or daughter of an 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 brother, 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 1963 in memory of Samuel R. Moyer, who for seventeen years was Director of Music and Professor of Music and Art at Wofford. The scholarship 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 the 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 Euphrosia 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. Ouzts Endowed Scholarship was established by the late William L. Ouzts 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 to provide financial assistance 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 was 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. J. 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 in 1958.

The Annie Naomi McCurtha 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. It was established in 1969 by Mrs. John W. Simpson 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 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. Swanston, Jr. Scholarship was established by Mr. and Mrs. James M. Swanston 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 R. 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 the 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 the 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, leadership, and financial need.

The Eunice Miles Watson Memorial Scholarship was established by Dr. Paul E. Watson, Jr., Class of 1945, in memory of his mother, Eunice Miles Watson. The 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 1945, in his memory. Each year an award is given to a scholar-athlete who possesses qualities of strong leadership and good character and who is a member of the baseball team.

The J. Anthony White Endowed Scholarship Fund was established in 1980, with the income to be awarded each year to a student indicating those traits of character and leadership which Dr. White exemplified. Dr. White served Wofford as president of the student body, chairman of the Board of Trustees, and chairman of the Building Committee. He was a leading physician, nationally recognized for his dedication to his family, and an outstanding civic and church leader.

The Wilbur D. 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 priority given to naturalized citizens or children of naturalized citizens.
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 in June 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 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 who in the judgment of the College are unable to help themselves financially.

Bertha E. White Loan Fund — Established in 1975.

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 Wrigley of Greenville, S. C.

Citizen of Fort Mill, S. C.

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

Class of 1905 — By the class of 1905.

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

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

Bing Crosby Loan Fund — By Bing Crosby Youth Fund.


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

Ernest J. Eaddy Loan Fund — By Mr. Ernest J. Eaddy, Class of 1923, 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.

Hugh C. Lane Loan Fund — Given in 1973.

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.

Birdie Suggs Nutter Loan Fund.

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.

Shin, 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.

A. J. Stafford Fund — By the Rev. A. J. Stafford of Spartanburg, S.C.
Sumter Sub-District Ministerial Loan Fund — By Young Adult class of Sumter, S. C., District.

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

John W. Truesdale Fund — By Mr. John W. Truesdale of Kennewick, 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 Pearl West Loan Fund — By the estate of Mary Pearl West, May 18, 1962 to provide loans to students who have decided to enter the teaching profession upon graduation.


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

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

Wofford College Daughters Loan Fund — By the Wofford College Daughters Club, for benefit of married students.

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.

W. DuPre Memorial Library Fund — By his widow, Mrs. Carrie 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.

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 Endowed 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 to the College one of the largest bequests in its history.

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

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

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 catalogue.

MATRICULATION, REGISTRATION, AND ENROLLMENT
On specified dates toward the end of each semester, currently enrolled students pre-register for courses for the following semester. Matriculation and final registration then take place at the beginning of the semesters on dates also indicated in the College calendar; at these times pre-registered students confirm (or may change) their course schedules, and newly entering students and others not pre-registered do their original registering for the semester. Late-registration fees are charged students who do not complete their registration or pre-registration on time. No student is permitted to register or add courses after the dates indicated in the calendar as the last for these procedures.

Freshman and sophomore schedules must be approved by the students' faculty advisors. Junior and senior schedules must be approved by the chairman of the departments in which the students are majoring. All student schedules calling for more or less than the normal course load (see the following section) must be approved by the Registrar.

Registration procedures for the Interim are undertaken midway in the fall semester.

COURSE LOAD
The normal course load in each semester is four full courses (three or four semester hours each), and the normal load in the Interim is one four-hour project. In addition, freshmen participate in the Freshman Orientation Program, and sophomores take required Physical Education.

First-semester freshmen may take no more full courses than the normal four, all but one of which are prescribed, as indicated below in the listing of the full-year course sequence to be followed by freshmen.

First Semester
- Humanities and Composition 101
- A Laboratory Science Course
- A General Education Required Course
- An Elective Course
- Freshman Orientation Program

Second Semester
- English 102
- A Laboratory Science Course
- A General Education Required Course
- An Elective Course
- Freshman Orientation Program

Any student, other than a first-semester freshman, may take up to seventeen hours if he or she is not on academic probation. Students wishing to take more than seventeen hours must seek approval prior to the last day of the add period by completing a form that is available in the Office of the Registrar. Students with cumulative grade-point averages lower than 3.00 will not be allowed to carry more than seventeen hours.

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

COURSE RESTRICTIONS
Students who do not complete their General Education Requirements by the end of their sophomore year will not be guaranteed space in such courses when they are juniors and seniors. Juniors and seniors are not permitted to enroll in the 100- and 200-level Military Science courses unless they are under ROTC contract and then only if they are required to take the courses.

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 if the student is passing the course at the time that WP is requested.

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 can not be made at the regular time. All Incompletes must be made up not later than mid-term of the following semester (including those of students not then enrolled), 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 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 values of the grades (quality points) are as follows: A=4; B=3; C=2; D=1; F=0; I=0; WF=0. The number of hours in each course attempted is multiplied by the quality point for the grade received in the course, and the total number of quality hours 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 included in calculations of grade-point averages.

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 the scheduled time may do so only at the discretion of the course instructor. Under no circumstances may an examination be administered 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, an examination given outside the examination period requires a payment of $10 to the Business Office.

REPORTS ON ACADEMIC PROGRESS
At the end of each semester and Interim, 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.

THE DEAN'S LIST
Compiled at the end of each semester, the Dean's List recognizes eligible students who have achieved grade-point averages higher than 3.00 in the semester. To be eligible for consideration for the Dean's List, the student must have attempted at least twelve hours in the semester, not counting courses graded on a Pass/Fail basis, and must not have failed a course or made a D in the semester. All courses attempted, except those graded on a Pass/Fail basis, are included in computing the grade-point average.

ACADEMIC HONORS
Candidates for degrees who have achieved certain levels 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 all general 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 attempted, except that neither Interim projects nor courses graded on a Pass-Fail basis are included in computing 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 a C average in his or her major, or the candidate must have enough hours of Cs in his major to meet the total hours required in that major. Grades transferred from other institutions, except Converse College grades earned when the cooperative program is in effect and grades earned in Wofford-sponsored programs in overseas institutions, 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 date noted in the College calendar, the student wishing to add a course must obtain permission from the instructor who teaches that course. The permission slip is brought by the student to the Office of the Registrar. The drop period, the end of which is

*Students who entered Wofford College prior to June 1, 1979, must have a C average (2.0) on all course work attempted, except that neither Interim projects nor courses graded on a Pass-Fail basis, nor letter-graded courses in which the candidate received the grade of F are included in computing this average.
also announced in the 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. The student who wishes to drop a course during the drop period must obtain permission from the instructor who teaches the course, and the permission slip is brought by the student to the Office of the Registrar. In each case the slip must be initialed by the instructor involved, and in the case of a freshman or sophomore who drops or adds courses, the slip must bear the faculty advisor's signature as well.

After the drop period the student may drop a course at any time prior to the Saturday before the start of final examinations. But before doing so, the student should seek advice on the matter from his or her advisor and the instructor, because courses dropped after the drop period will appear on the students' permanent records as will the grades (WP or WF) assigned by the instructors. The WP is never given, however, unless requested by the student and then only if the student is passing the course at the time the WP is requested. The withdrawal slip indicating the grade to be recorded is returned to the Registrar by the instructor and not by the student.

Some financial aid awards require that recipients be enrolled full-time. Students receiving assistance should consult the Director of Financial Aid before they drop any course.

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 benefit of the higher grade, however, the original or lower grade itself will not be erased from the student's permanent record. In order to be awarded any benefits received in repeating a course, the student who repeats must complete a notification form available in the Registrar's Office.

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 final.

CLASS STANDING

For a student to rank as a sophomore, he or she must have earned a minimum of 24 semester hours; as a junior, 56 semester hours; as a senior, 90 semester hours.

COURSES AT OTHER INSTITUTIONS

Any student who has accumulated 62 semester hours 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 chairmen 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 full-time, off-campus Co-Op programs are considered to be full-time students. They are not required to pay tuition but they may pay residence charges and live in college housing. Their eligibility for financial aid remains in effect (see section on Financial Aid in this catalogue).

WITHDRAWAL FROM THE COLLEGE

In the interest of the welfare of both the student and the institution, Wofford 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. Under no circumstances may an "Audit" be changed to a registration for credit after the end of the add period.

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 a senior 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 Fail. 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 an honors course shall prepare 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 grade-point average 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 so listed in a special section of the 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:

1. The student must have had at least one previous semester at Wofford and must have attained a B average, either cumulative or current.

2. A written request for in-course honors must be presented to the course instructor and 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 until the end of the semester and then used in preparing a report for the Dean of the College.

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

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

Honors work shall consist of independent study, under tutorial guidance; exhibit "plus qualities" such as initiative, creativity, intellectual curiosity, critical thinking, and sound methodology; include a terminal essay which analyzes or exhibits the results of the study; and 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.

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

No faculty member is obligated to comply with the request of a student for in-course honors. 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 legallyistically 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 found 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 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 (including the student’s parents) 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).

ACADEMIC PROBATION AND EXCLUSION

At all stages in the educational undertaking in which its students are engaged, Wofford College expects the students to be performing academically at levels which indicate that they are profiting from the opportunity. This means at least that students are expected to be making reasonable progress toward meeting the requirements for degrees. In situations in which such progress is not evident, as measured by the graduated qualitative standards shown below, Wofford places students on academic probation or academic exclusion, not only as warning that their sub-par academic work is endangering their opportunity to continue, but also as incentive to improve their performance. Students’ records are evaluated against these standards at the end of each semester.

<table>
<thead>
<tr>
<th><em>Cumulative Hours Attempted at Wofford</em></th>
<th><em>Cumulative GPA Probability Level</em></th>
<th><em>Cumulative GPA Exclusion Level</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 25</td>
<td>below 1.30</td>
<td>below 1.00</td>
</tr>
<tr>
<td>26 - 58</td>
<td>below 1.60</td>
<td>below 1.20</td>
</tr>
<tr>
<td>59 - 92</td>
<td>below 1.80</td>
<td>below 1.40</td>
</tr>
<tr>
<td>93 and over</td>
<td>below 2.00</td>
<td>below 1.60</td>
</tr>
</tbody>
</table>

Students who fail to achieve the minimum levels of performance required are accordingly placed on academic probation for the subsequent semester or on academic exclusion from Wofford for the subsequent semester.

Also, a student is placed on exclusion for the subsequent semester if at the end of a third consecutive semester on academic probation his or her cumulative GPA has not risen above the probation level. The exception to this is that if the student makes the Dean’s List in that third consecutive semester on probation, he or she will be academically eligible to enroll for the subsequent semester even if the cumulative GPA standard for avoiding probation is not met.

On the other hand, at any point at which a student’s academic performance becomes extremely poor, the Dean may require, after con-
sultation with the Registrar, the student, and the student's faculty advisor, that the student withdraw from the College forthwith, whether or not the GPA standards required for good standing have been achieved.

Students who are excluded in or at the end of either semester must attend the Wofford Summer Session to attempt to qualify for September readmission. Normally this attempt may be made in the first Summer Session following the student's being placed on exclusion, but students who have been placed on exclusion more than once may not be readmitted or considered for readmission for periods as long as two years, whether or not they are permitted to attempt any Summer Session work and regardless of the outcome of any such work they do attempt.

Students who are excluded lose their priority for College housing, and also lose portions of any financial aid they may be or may have been receiving (see Catalogue section on Financial Aid). Applications for the readmission of excluded students should be directed, when time permits, to the Registrar.

Permanent exclusion from the College is of course a very serious matter which is to be considered only after very thorough deliberation among the Dean, the Registrar, the student concerned, and the student's faculty advisor. No specific regulations, therefore, are prescribed for such situations.

Wofford will not accept for credit any work undertaken at another institution by a student during the time he or she is on exclusion from Wofford. Normally this is also the policy in regard to students on probation, but in extenuating circumstances they may be granted waivers on the basis of written petitions to the Registrar.
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 literature, foreign languages, government, history, humanities, intercultural studies, philosophy, religion, or sociology will qualify for the B.A. degree.

Students who complete a major in biology, chemistry, physics, or 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 science requirement. Students who complete an interdisciplinary 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>Requirement</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Humanities Seminar</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>History</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></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

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

FINE ARTS

This requirement is met by successfully completing three semester hours in the following courses or by successfully completing Humanities 201 and 202.*

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

FOREIGN LANGUAGES

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

- French 101, 102
- German 101, 102
- Spanish 101, 102
- Chinese 201-202
- Greek 201-202

HISTORY, PHILOSOPHY, RELIGION

This requirement is met by successfully completing one applicable course (see below) in each of the three departments, plus one other course, chosen as indicated below, in one of the three departments.

History: Only 101 and/or 102 count toward the requirement.

Philosophy: Normally, 201, 206, or 212 for the one course. If the student wishes to apply a second philosophy course toward the requirement, any other 200-level or 300-level course in the department may be taken for that purpose.

Religion: 201, 202, or 203 for the one course. If the student wishes to apply a second religion course toward the requirement, any other 200-level or 300-level course in the department may be taken for that purpose.

*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.
Satisfactory completion of Humanities 201 and 202 will fulfill the one-course requirement in philosophy and religion (and fine arts and English literature), but will not contribute at all to the requirement in history.

HUMANITIES AND COMPOSITION 101  THREE SEMESTER HOURS
This seminar course is normally required of every freshman. Those who fail the course are required to take and pass English 101 before moving on to English 102.

INTERIM  NORMALLY, TWELVE-SIXTEEN SEMESTER HOURS
Each student must participate in one four-hour Interim project for every twenty-seven hours earned through course work at Wofford (or in one project for each year of academic work here for those students who complete all requirements at Wofford in three years). Those who are required to participate in four projects must pass at least three; those required to participate in three must pass at least two. Others have no leeway for non-passing participation.

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 department, chosen from the following list:
- Biology 101, 102, 123, 124, 221, 222
- Chemistry 123-124
- Geology 111, 112
- Physics 121, 122
- Psychology 331, 332, 341, 342

NATURAL SCIENCE, B.S. DEGREE  SIXTEEN SEMESTER HOURS
This requirement is satisfied by the completion in each of two departments of two courses chosen from the following list:
- Biology 101, 102, 123, 124, 221, 222
- Chemistry 123-124
- Geology 111, 112
- Physics 121, 122
- Psychology 331, 332, 341, 342

**FRESHMAN ORIENTATION PROGRAM**
TWO SEMESTER HOURS
This requirement of all freshmen (and transfer students who enter with fewer than 12 hours) is met by successful completion of two semesters of the program.

**PHYSICAL EDUCATION**
TWO SEMESTER HOURS
This requirement is met by satisfactorily completing P. E. 101 and 102 in the sophomore year.

**MAJOR WORK**
EIGHTEEN TO FORTY-FOUR SEMESTER HOURS
For details regarding major work and major departments, consult the paragraphs headed "Major Work" below, and the departmental and interdepartmental listings in the "Courses of Instruction" section of the Catalogue.

**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**
Normally not later than the close of the sophomore year, each student is to select the academic area 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 normal circumstances, however, no student may 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 AND COMBINED PROGRAMS

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 the engineering schools differ slightly. Therefore, it is wise for those interested to consult early and frequently with the program advisor.

COOPERATIVE PROGRAM IN NURSING

In a cooperative program with the Emory University School of Nursing, Wofford offers pre-professional studies which prepare students for admission to the professional nursing program at Emory. To qualify for admission to the Emory program, the student must complete at least 60 semester hours of course work at Wofford (including general and specific requirements in humanities, social sciences, natural sciences, and mathematics) with a grade-point average of no less than 2.50. Students then admitted to the nursing program at Emory, the successful completion of seven quarters of professional nursing courses there leads to the degree of Bachelor of Science in Nursing.

Students who successfully complete the pre-professional studies at Wofford are interviewed by a member of the Baccalaureate Admissions Committee of the Emory School of Nursing and considered for admission by the School of Nursing faculty, which makes the final decision. Interested students should consult the Wofford program advisor for information and advice as they plan their course work, including that of their first semester here.

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

Wofford College has an excellent reputation for preparing persons for the further education required 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.

There are certain specific course requirements which must be met for admission to most professional and graduate schools, including particularly those in the health-care fields. It is very important therefore that interested students stay in close and frequent contact with the appropriate program advisor at Wofford.

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 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 purpose of the teacher education program at Wofford is to provide basic programs leading to secondary school (grades 9-12) certification in biology, chemistry, English, French, German, Spanish, mathematics, physics, and social studies (history, government, economics, sociology, and psychology). These programs have been approved by the State Board of Education using standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Students successfully completing the teacher education program are recommended for certification in South Carolina and some 30 other states.
Careful planning and selection of courses are 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 planning be effected. The College can, within reason, assure students of satisfactory fulfillment of certification requirements if they consult no 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**

Required courses:

<table>
<thead>
<tr>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 200</td>
<td>Psychology 300 or 321</td>
<td>Education 409-410</td>
</tr>
<tr>
<td>Psychology 333</td>
<td>Educational Psychology 332</td>
<td></td>
</tr>
<tr>
<td>Education 310</td>
<td>Education 310 (for English and social studies majors)</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING AREA**

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

**RECOMMENDATION FOR CERTIFICATION**

The College advises students as to the requirements of the teacher education and 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.
COURSES OF INSTRUCTION

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.

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

Wofford students should be aware that they may have access to a number of courses offered at Converse College under the terms of a cross-registration agreement. The privileges of this arrangement are available to students who have a C average and better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. Wofford students may not take courses at Converse that are offered at Wofford nor may they take courses at Converse to meet Wofford's General Education Requirements. Priority for classroom space for Wofford students at Converse is given to those who are majoring at Converse and to upperclass students. Freshmen may not take courses at Converse unless they are majoring there and have the permission of the Wofford Registrar.

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

NUMBERING SYSTEM

Courses numbered in the 100's and 200's are primarily for freshmen and sophomores.

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

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

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

Course numbers separated by a comma (e.g.: 201, 202) indicate two distinct one-semester courses, of which the second is in logical continuity from the first; these courses may be entered at either semester. Single course numbers (e.g.: 265) indicate 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.

COURSE AND PROGRAM DESCRIPTIONS

ACCOUNTING

HAROLD W. GREEN, Coordinator
PHILIP S. KEENAN, JAMES E. PROCTOR

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

Major Requirements:
Mathematics 351, 352, 452, 461, 462, 471.

31. FINANCIAL ACCOUNTING
Fundamental processes of recording, classifying, summarizing, and interpreting business activity with emphasis on corporate organizations.

(3-0-3) STAFF

32. MANAGERIAL ACCOUNTING
Preparation and utilization of financial data for internal management purposes. Prerequisite: Accounting 211.

(3-0-3) STAFF

33. INTERMEDIATE ACCOUNTING I
Emphasis on accounting theory and concepts relating to working capital, intangibles, and plant assets. Prerequisites: Accounting 211, 212.

(3-0-3) STAFF

34. INTERMEDIATE ACCOUNTING II
A continuation of Accounting 351; study of accounting theory relating to the capital structure of the business corporation, price level changes, funds, flow statements, and related matters. Prerequisites: Accounting 211, 212.

(3-0-3) STAFF

41. 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) GREEN

46. ADVANCED ACCOUNTING
Theories and techniques applicable to specific situations; such as business combinations, liquidations, consolidated statements, and governmental agencies. Prerequisites: Accounting 351, 352.

(3-0-3) KEENAN
462. AUDITING
Fundamental principles and practices of internal and external auditing. Prerequisite: 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) KEENAN

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

BIOLOGY

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

Major Prerequisites: None

Major Requirements:
Biology 123, 124, 221, 222 (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 the senior year.

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 must also complete the eight hours of laboratory courses in another science department required for the B.S. degree. Majors planning to complete degree requirements by the middle of their senior year should make this 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 graduate schools should consult with the department chairman as to courses, other than those specified for the major, that they should take before graduation.

This department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 142 for course description.
309. BIOLOGY OF NON-WOODY PLANTS
Identification and classification of vascular and non-vascular plants; history and biology of cultivated plants; laboratory studies in plant growth and other use of utilizing non-woody plants. Offered in even-numbered years.
(3-3-4) STAFF

310. FIELD BIOLOGY
Identification of selected kinds of native animals and plants; study of the natural history of selected species; introduction to literature of field biology.
(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

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

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

453. EVOLUTION
Facts and concepts of the synthetic theory of organic evolution. Required of major students.
(3-0-3) PATTON

481. SELECTED TOPICS IN BIOLOGY
The topic for any semester may be one of special interest, special need, or specified beyond the mainstream biology courses listed separately. Topics taught in recent semesters have included Immunology, Human Genetics, Human Embryology, Disease, and Microbial/Molecular Genetics. Students may request topics.
(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 the 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

Major Prerequisites: Chemistry 123-124, Physics 121, 122; Math 181, 182; and Computer Science 110.

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

BOTH PROGRAMS REQUIRE:
Chemistry 201-202, 211, 212, and 311.
DEPARTMENTAL READING PROGRAM in the junior year.
COMPREHENSIVE EXAMINATION in the senior year.

PRE-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. This program is designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry.

In addition to the requirements listed above, this program requires:
Chemistry 301 or 302, 312, 322, 410 and 420.

Chemistry majors who plan to do graduate work are strongly advised to take Math 281 and Math 340 and to acquire a reading knowledge of German.

LIBERAL ARTS CHEMISTRY MAJOR
Designed for students who prefer greater flexibility in selecting courses within the major and in taking elective courses in other departments. This program is designed to give a sound foundation in chemistry for pre-medical or pre-dental students or for students who are undecided between medical school or graduate school and who want to take a number of biology courses. For the student who wishes to be certified for teaching, this major permits time to meet the other requirements for teacher certification. (More detailed information on the Teacher Education Program is given elsewhere in this Catalogue and in the Teacher Education Handbook.)

In addition to the requirements listed above, this program requires four of the following courses:
Chemistry 301, 302, 312, 322, 410, 420.
(Pre-medical or pre-dental students will need to take a minimum of two semesters of biology to meet medical or dental school admission requirements.)
HONORS COURSES, IN-COURSE HONORS, AND RESEARCH

Chemistry majors are encouraged to participate in the honors programs and research opportunities that are available in the department. For further information see Chem 250+ and Chem 451/452 in the course descriptions below and the section on Honors Courses and In-Course Honors in this Catalogue, or consult the department chairman.

This department participates in teaching SCIENCE 101, 102, 103- INVESTIGATION IN SCIENCE. See page 142 for course description.

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

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

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

250+. INTRODUCTION TO RESEARCH
Elementary investigations in chemistry for students who wish to begin research early in their undergraduate studies. A maximum of 4 credit hours may be obtained in Chemistry 250+. Prerequisite: Chemistry 123-124 or consent of the department.
(0.5-1) 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, 302. BIOCHEMISTRY
A rigorous treatment of the molecular basis of cellular structure and function, biogenesis, metabolic organization, biogenesis, pharmacology, and the characterization of informational macromolecules by physical-chemical techniques. Prerequisites: Chem 202; Physics 122; Math 140, 160 or 181, 182. Recommended: Chem 211, 212 and Biol 221, 222.
(3-3-4) each course MORROW

311, 312. PHYSICAL CHEMISTRY
A study of the laws and theories of chemistry, thermodynamics, kinetics, quantum theory, molecular structure, etc., from a modern viewpoint. Emphasis on problem solving. Prerequisites: Chem 211, 212; Physics 122; Math 181, 182, Computer Science 110. Recommended: Math 281, 340.
(3-3-4) each course PAYSEN

321. 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, radiotracer and electrometric measurements. Prerequisite: Chemistry 211, 212 and 311.
(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 spectrometry to organic structure determinations. Some emphasis will be given to the structure and identification of polymers. Prerequisites: Chem 202, 211, 212.
(2-6-4) CAVIN

401-02. 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.
(6-12) each semester STAFF

441. 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.
(0-3-4) STAFF

COMPUTER SCIENCE

DANIEL W. OLS, Coordinator
DONALD A. CASTILLO, DONALD E. STREBEL

The Wofford College program in Computer Science is offered in recognition of the significance of computers in our culture and the importance that knowledge of computers will have in the success of our graduates. The program is designed to provide flexible opportunities for the interested student to augment his or her major program with added strength in Computer Science. The courses listed below provide basic computer concepts and skills. Helpful related courses are offered in such departments as Mathematics, Physics, Economics, and Accounting. Further opportunities for the construction of an individual curriculum exist in the Interim, the Co-op program, and the special topics courses. The faculty welcomes discussion of student plans.

An undergraduate interested in later work with computers is advised to avoid early over-specialization. A major in Mathematics, Pre-
Engineering, Economics, or Accounting, depending on the nature of one's interest, can lead to a career in which computers are well established. Opportunities for creative career development exist in most other disciplines as well.

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-PLUS 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. (3-0-1) 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 classroom 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

130. APPLICATIONS OF COMPUTERS
A study of a variety of computer uses, including realistic examples drawn from the humanities and social sciences. Emphasis will be placed on non-mathematical tasks such as text processing, sorting lists, maintaining records, and using data bases. Some attention will also be given to using "library" programs such as those in statistics. Students will develop their programming skills while considering some of the social, philosophical, and ethical issues that computer applications raise. 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 representation, 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. (3-0-1) STAFF

210. PROGRAMMING LANGUAGES
An introduction to several commonly used programming languages. The features of these languages which make them appropriate for particular uses (e.g., text editing, scientific calculations, business records) will be studied, as well as their syntax. In the process, the basic concepts of the formal theory of language and computing will be developed. Prerequisite: Either Computer Science 120 or Computer Science 130. (3-0-3) STAFF

ECONOMICS
MATTHEW A. STEPHENSON, Department Chairman
KAMRAN AFSHAR, HAROLD W. GREEN, MATTHEW A. HENDERSON,
PHILIP S. KEENAN, JAMES E. PROCTOR, S. KATHLEEN TOUCHSTONE

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

202. PRINCIPLES OF ECONOMICS II
A study of the theory of income and employment and of the policies that affect the level of income and employment. Prerequisite: Economics 201. (3-0-3) STAFF

301. MICROECONOMIC THEORY
An intermediate-level course in the economic analysis of the behavior and relationships of individual decision-making units in a market economy. Prerequisite: Economics 201. Mathematics 160. (3-0-3) STAFF

302. MACROECONOMIC THEORY
An intermediate-level course in the economic analysis of the determination of income and employment. Prerequisite: Economics 201, 202. Mathematics 160. (3-0-3) AFESHAR

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) STAFF

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

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

317. 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 making of
International payments, and the relation of international transactions to national income. Prerequisites: Economics 201, 202.

412. PUBLIC FINANCE

412. 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 201, 202.

431. URBAN ECONOMICS
A study of the economic forces affecting the performance and structure of the urban economy. Prerequisites: Economics 201, 202.

442. PUBLIC POLICY TOWARD BUSINESS
A study of government regulations of business and the antitrust policy. Prerequisites: Economics 201, 202.

451. LABOR ECONOMICS
A study of the nature of the market for labor services. Prerequisites: Economics 201, 202.

461. COMPARATIVE ECONOMIC SYSTEMS
A study of the economic systems of capitalism, socialism, communism, and fascism. Prerequisites: Economics 201, 202.

472. HISTORY OF ECONOMIC THOUGHT
A study of the evolution of economic thought, including a brief survey of the economic ideas of Adam Smith, the liberal ideas of Bastiat, the theories of marginalists, and the theories of Keynesians. Prerequisites: Economics 201, 202.

480. SPECIAL TOPICS IN ECONOMICS
Topics may vary from year to year.

EDUCATION

DAVID H. PRINCE, Department Chairman
CAROLINE B. JOHNSTON, MARY HOPE G. RHODES,
DUANE A. STOBER, DENO P. TRAKAS

There is no major in education, but these courses are required in the teacher education program: Education 200, Psychology 300 or 321,

Educational Psychology 332, Education 310 (for English and social studies majors). Education 333, 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 total education program of the school. Observation experience in the public schools. To be taken in sophomore year. Prerequisite to all other education courses.

300. ADOLESCENT PSYCHOLOGY
A study of the problems facing young people approaching maturity. Normally not open to seniors.

310. THE TEACHING OF READING

312. EDUCATIONAL MEASUREMENT
A study of evaluation techniques used in the public schools.

312. EDUCATIONAL PSYCHOLOGY
Psychological principles applied to classroom learning.

313. PRACTICUM IN SECONDARY SCHOOL METHODS
Observation and participation in the instruction program of a public school under the direction 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 junior year.

340. 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.

404-410. 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 college's counseling faculty. To be taken in the senior year. Prerequisites: Education 200, Psychology 300, 321. Educational Psychology 332, and Education 333.

Beginning in 1982-83, Student Teaching will be offered only in the spring semester.
108. METHODS OF TEACHING DRIVER EDUCATION
(3-0-3) STOBER

109. ADVANCED THEORIES AND TECHNIQUES IN DRIVER EDUCATION
Prerequisites: Six semester hours in education and Education 108; or by permission of the instructor. Must have a valid state driver's license.
(3-0-3) STOBER

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

ENGLISH LANGUAGE AND LITERATURE
GEORGE B. MARTIN, Department Chairman
JEANNE CARRIERE, DENNIS M. DOOLEY, VIVIAN FISHER,
EDMUND HENRY, VINCENT E. MILLER,
LINDA POWERS, DENO TRAKAS

Major Prerequisites: English 200, 201, and 202.

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.

106. 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) TRAKAS

108. 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. SEVENTEENTH CENTURY ENGLISH LITERATURE TO THE TIME OF THE RESTORATION
Important works will be chosen from the drama, lyric, and criticism. Chief among the authors studied will be Ben Jonson, Webster, Bacon, Donne, George Herbert, Vaughan, and Marvell.
(3-0-3) HENRY

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

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

314. SHAKESPEARE (LATER PLAYS)
Study of the principal plays of the latter half of Shakespeare's career, including the
major tragedies and romances.
(3-0-3) MARTIN

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

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

353. 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

357. 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) STAFF

358. 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) STAFF

359. INTRODUCTION TO JOURNALISM
A study of newspaper reporting skills, with emphasis on the gathering and writing
of news. Does not count toward a major in English.
(1-0-3) POWERS

362. 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 or she 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.
(1-0-3) TRAKAS

363. PUBLIC SPEAKING
An introduction. Students will be expected to prepare, deliver, and criticize various
types of speeches. Does not count toward a major in English.
(1-0-3) POWERS
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

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, MARK S. OLENCKI,
LINDA POWERS, ELAINE S. WAGNER, LARRY V. WATSON

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 ARMITAGE

250. TWO-DIMENSIONAL DESIGN AND TECHNIQUE
A course designed to introduce the student to the various media and design 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) ARMITAGE

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) ARMITAGE

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
*100. 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.
[2-4-1] BILANCHONE

100. 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

500. THE BAND
The study of band literature with emphasis on stage and band training. Additional activities include pep band for sports events. Permission of the Director.
[2-1-1] WATSON

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.
(0-3-3) BILANCHONE

303. 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.
(0-3-3) BILANCHONE

280. MUSIC LABORATORY
Applied music in the form of vocal/instrumental instruction is offered while enrolled in one of the music ensembles.
(1-0-1) STAFF

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

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

THEATRE
201. 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

202. 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

*Minimum of eight (8) credit hours can be earned in one or a combination of the applied music courses.
350. HISTORY OF THE THEATRE
A study of major periods of theatrical history, emphasizing the drama and its various forms of its production as mirrors of the societies out of which they grew. From the classical period through the neo-classical period. (3-0-3) GROSS

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

450. THEATRE PRACTICUM
A special course of individual study and instruction wherein an advanced major of theatre may pursue a special interest such as set design, lighting, technical management, acting, or playwriting, under the direction of the instructor. All course participation in 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 presentation and overhead transparencies to be used as communications and/or educational tools. Students will define objectives, write scripts, make storyboards, plan shooting and editing, 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 required. (2-3-3) STAFF

FOREIGN LANGUAGES
SUSAN C. GRISWOLD, Department Chairman
SHAREE A. ALLEN, JOAQUIN F. DEVELASCO, JACQUES C. B. FORBES, TATSENG LING, WILLIAM W. MOUNT, JR., DENNIS WISEMAN

Major Prerequisites:
Completion of courses 101, 102 (or the equivalent) of the language of concentration selected for advanced study.

Major Requirements:
General Requirements for the Foreign Language Major:
Twenty-four semester hours (above the 100 level) in the department, at least eighteen semester hours of which must be earned for courses numbered 300 or higher. All major programs must have the approval of the department chairman.

Specific Requirements for a Concentration in French:
Twelve semester hours of advanced study in French, including 301, 302, and six semester hours at the 400 level.

A semester of foreign study in a French-speaking country is strongly recommended and may be required in individual cases.

Specific Requirements for a Concentration in German:
Twelve semester hours of advanced study in German, including 301, 302, and six semester hours at the 400 level.

A semester of foreign study in a German-speaking country is required.

Specific Requirements for a Concentration in Spanish:
Twelve semester hours of advanced study in Spanish, including 301, 302, 305 or 307, and six semester hours at the 400 level.

A semester of foreign study in Spain or Spanish America is strongly recommended.

DEPARTMENTAL COURSES

198. FOREIGN LANGUAGE DRAMA WORKSHOP
Participation in foreign language drama productions. Prerequisite: consent of instructor. (3-0-1) each course STAFF

480. 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. (0-0-3) each course STAFF

CHINESE

101-102. ELEMENTARY CHINESE
Elementary Chinese ideographs; pronunciation, dictation, conversation; memorizing of common idioms and everyday expressions; reading of easy stories. (3-0-1) each semester LING

201-202. INTERMEDIATE CHINESE
Reading of selections from standard prose writers. Chinese calligraphy; advanced composition and conversation. Prerequisite: Chinese 101-102. (3-0-1) each semester LING

FRENCH

101, 102. BEGINNING ACTIVE FRENCH
A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communicative skills will be emphasized through extensive use of French in the classroom. (3-1-3) each course STAFF

201, 202. INTERMEDIATE ACTIVE FRENCH
An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: French 102 (or the equivalent). (3-1-3) each course STAFF
301, 302. CONVERSATION AND COMPOSITION
Conversation and composition based on readings from modern writers. Conducted in French. Prerequisite: French 202 (or the equivalent).
(3-0-3) each course WISEMAN

353, 354. INTRODUCTION TO FRENCH LITERATURE
Lectures, rapid reading of representative works; history of literature; reports. Conducted in French. Prerequisite: French 202 (or the equivalent).
(3-0-3) each course WISEMAN

461. THE FRENCH THEATER
A careful reading of representative texts of the French theater designed to acquaint the student with the different genres of theater and to teach the student to analyze critically. Conducted in French. Prerequisite: French 301 or 302, or consent of instructor.
(3-0-3) WISEMAN

462. THE EVOLUTION OF FRENCH POETRY
Study of a variety of texts from representative poets of the major poetic movements from the Seventeenth Century through the Twentieth Century. Emphasis will be placed on the poetry as a social and historical document and close attention will be paid to the evolution of poetic structure and technique. Conducted in French. Prerequisite: French 301 or 302, or consent of instructor.
(3-0-3) WISEMAN

463. THE FRENCH NOVEL
Readings of extracts from selected texts that represent the evolution of the French novel. Attention will be paid to technique and style, while also emphasizing the historical and social importance of each novel. The student will also become familiar with a substantial corpus of critical literature. Conducted in French. Prerequisite: French 301 or 302, or consent of instructor.
(3-0-3) WISEMAN

GERMAN
101, 102. BEGINNING ACTIVE GERMAN
A comprehensive introduction to the four skills of the language—speaking and comprehension, reading, writing. Structure and communicative skills will be emphasized through extensive use of German in the classroom.
(3-1-3) each course STAFF

201, 202. INTERMEDIATE ACTIVE GERMAN
An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: German 102 (or the equivalent).
(3-1-3) each course STAFF

301, 302. CONVERSATION AND COMPOSITION
Intended to drill the student in the application of grammar and the idiomatic usage of German. Conducted in German. Prerequisite: German 202 or the equivalent.
(3-0-3) each course STAFF

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. Conducted in German. Prerequisite: German 301 or 302 or consent of instructor.
(3-0-3) each course FORBES

90. GERMAN CIVILIZATION
A study of significant aspects of the culture of the German-speaking peoples from Antiquity to the present. Conducted in German. Prerequisite: German 202 or consent of instructor.
(3-0-3) FORBES

91. 102. SCIENTIFIC GERMAN READINGS
Reading of scientific texts of standard difficulty intended for science majors who plan to enter graduate school. Prerequisite: German 202 or consent of instructor.
(3-0-3) each course FORBES

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

211-202. INTERMEDIATE GREEK
Review of grammar and extensive reading from classical and Hellenistic writings, including the New Testament, for the purpose of developing reading facility.
(3-0-3) each semester MOUNT

311, 314. 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
101, 102. BEGINNING ACTIVE SPANISH
A comprehensive introduction to the four skills of the language—speaking, aural comprehension, reading, writing. Structure and communication skills will be emphasized through extensive use of Spanish in the classroom.
(3-1-3) each course STAFF

201, 202. INTERMEDIATE ACTIVE SPANISH
An intensive review of the language, with emphasis on development of fluent oral skills, refinement of grammatical structure, vocabulary building, and expansion of reading and writing skills. Oral communication will be stressed in class. Prerequisite: Spanish 102 or the equivalent.
(3-1-3) each course STAFF

301, 302. CONVERSATION AND COMPOSITION
Conversation and composition based on readings from modern prose writers. Conducted in Spanish. Prerequisite: Spanish 202 or the equivalent.
(3-0-3) each course STAFF

303. THE HISPANIC WORLD: SPANISH AMERICA
An introduction to the culture of Spanish America. A study of Spanish-American historical development and major aspects and issues of its social, artistic, intellectual, and political life today. Conducted in Spanish. Prerequisite: Spanish 202 or consent of instructor.
(3-0-3) DeVELASCO
307. THE HISPANIC WORLD: SPAIN
An introduction to the culture of Spain with emphasis on physical and human geography, historical development, and contemporary Spanish society. Conducted in Spanish. Prerequisite: Spanish 202 or consent of instructor.
(3-0-3) GRISWOLD

308. MODERN WRITERS OF THE HISPANIC WORLD
An advanced language and introductory literature course emphasizing basic techniques of discerning reading and articulating writing. Readings will include poems, novellas, and short stories by major Spanish and Spanish-American authors; the critical essays will provide practice in clear expository writing. Conducted in Spanish. Prerequisite: Spanish 301 or 302 or consent of instructor.
(3-0-3) GRISWOLD

411. CERVANTES' DON QUIXOTE DE LA MANCHA
A careful reading of Don Quijote to enjoy and appreciate this major work of art to gain insight into the novel's central influence on the development of modern narrative forms. Readings in English (for elective credit) or in Spanish (for Spanish major credit). Class discussions in English. Prerequisite: for elective credit, none. In Spanish major credit; Spanish 308 or consent of instructor.
(3-0-3) GRISWOLD

450. 451. GENERAL VIEW OF SPANISH-AMERICAN LITERATURE
Rapid reading of representative works from many countries covering the first three centuries of Spanish America, the Colonial Period, the writers of Independence, the Romantic Period, the Modernist Period, and the contemporary writers in literature. Lectures, reports. Conducted in Spanish. Prerequisite: Spanish 308 or consent of instructor.
(3-0-3) DeVELASCO

460. ROMANTICISM IN SPANISH-AMERICAN LITERATURE
Origins, development, themes, spirit, and style of the literature of the period. Lectures, history of literature, outside readings, reports. Conducted in Spanish. Prerequisite: Spanish 308 or consent of instructor.
(3-0-3) DeVELASCO

461. 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. Prerequisite: Spanish 308 or consent of instructor.
(3-0-3) DeVELASCO

GEORGE

CRENCE L. ABERCROMBIE, III, Acting Department Chairman

There is no major in Geology.

The introductory courses include approximately 20 laboratories held in the field where students learn to appreciate the earth as they find it. The range of these trips extends from the Atlantic Ocean to eastern Tennessee and the students make a complete cross section of a four hundred mile traverse across the continent through many structures and rocks of all the eras. The idea behind teaching Geology this way is to expose each student to the literature of Geology in the language in which it is written, the minerals, rocks, structures, landforms, and processes. Once a student learns to read the language he will feel more at home anywhere in the world.

This department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 142 for course description.

111. INTRODUCTION TO GEOLOGY
A study of the Earth's surface as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface.
(3-0-3) ABERCROMBIE

112. INTRODUCTION TO GEOLOGY
A study of the history of the earth from the creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.
(3-0-3) ABERCROMBIE

48. 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 the natural regional divisions of similar structure, geologic history, physiography and climate. Project work in various other regions of the world expands the student's vision utilizing the same principles. Much of the data is assembled from original sources which will introduce the students to an unfamiliar literature. This course is designed as a bridge between the two cultures of the scientist and the humanist. Registration by permission of the instructor.
(3-0-3) ABERCROMBIE

GOVERNMENT

LINTON R. DUNSON, JR., Department Chairman

TATSENG 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).

1981-83
450. 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 senior majors of high academic standing. Admission with the permission of the instructor.
(3-0-3) 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

330. AMERICAN STATE AND LOCAL GOVERNMENT
A study of the structure, functions, and powers of state and local governments including a survey of problems in intergovernmental relations.
(3-0-3) DUNSON

337. THE PRESIDENT AND CONGRESS
A study of the basic structures and processes of the Presidency and Congress with attention given to the reasons for conflict and cooperation between these two institutions.
(3-0-3) SEITZ

411. CONSTITUTIONAL LAW OF THE UNITED STATES
A survey of 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

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.
(1-0-3) SEITZ

DIVISION C: POLITICAL THEORY

540. POLITICAL SOCIOLOGY
An inquiry into the origins of the state, the structure of political institutionalization, and the bases of legitimate authority.
(1-0-3) STAFF

591. ANCIENT AND MEDIEVAL POLITICAL THOUGHT
A study of the principal political ideas of the ancient and medieval periods.
(1-0-3) LING

592. MODERN POLITICAL THOUGHT
A study of political thought from the sixteenth century to the present.
(1-0-3) LING

HISTORY

LEWIS P. JONES, Department Chairman
ROSS H. BAYARD, JOSEPH H. KILLIAN, JOAB M. LESESNE, 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 re-
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 semester hours of it toward the major requirement. Majors are also encouraged to include some work in non-Western history (courses in the 390s).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>HISTORY OF MODERN WESTERN CIVILIZATION TO 1815</td>
<td>Basic survey of Western Europe, the Renaissance to Congress of Vienna. (3-0-3) STAFF</td>
</tr>
<tr>
<td>102</td>
<td>HISTORY OF MODERN WESTERN CIVILIZATION SINCE 1815</td>
<td>A continuation of History 101, bringing the survey down to the present. (3-0-3) STAFF</td>
</tr>
<tr>
<td>203</td>
<td>HISTORY OF THE UNITED STATES (I): JAMESTOWN TO THE CIVIL WAR</td>
<td>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</td>
</tr>
<tr>
<td>204</td>
<td>HISTORY OF THE UNITED STATES (II): SINCE THE CIVIL WAR</td>
<td>A continuation of History 203. (Note: 203 and 204 are introductory courses open to all students.) (3-0-3) JONES, KILLIAN, RACINE</td>
</tr>
<tr>
<td>205</td>
<td>CONTEMPORARY AFFAIRS IN PERSPECTIVE</td>
<td>A study of recent and modern problems and trends, with the goal of seeking a better understanding of the complexity of the contemporary world. Reading in periodicals and recent publications. Not a &quot;current affairs course&quot; on the events of the day. Open to all students. Does not count toward history major. (3-0-3) BAYARD, JONES</td>
</tr>
<tr>
<td>265</td>
<td>RESEARCH METHODS</td>
<td>Suggestions about writing, introduction to library and research tools, instruction 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</td>
</tr>
<tr>
<td>301</td>
<td>ENGLAND TO 1688</td>
<td>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</td>
</tr>
<tr>
<td>302</td>
<td>ENGLAND SINCE 1688</td>
<td>The history of modern Britain since the Glorious Revolution. (3-0-3) THOROUGHMAN</td>
</tr>
<tr>
<td>303</td>
<td>ENGLAND TO 1688</td>
<td>A survey of the state's history during colonial and early national periods. (1-0-3) JONES</td>
</tr>
<tr>
<td>304</td>
<td>ENGLAND SINCE 1688</td>
<td>A continuation of History 303 from about 1800 to present. (1-0-3) JONES</td>
</tr>
<tr>
<td>305</td>
<td>HISTORY OF THE OLD SOUTH</td>
<td>A study of the everyday life of most and of the ideas of a few, Americans. (1-0-3) RACINE</td>
</tr>
<tr>
<td>311</td>
<td>AMERICAN SOCIETY, 1763-1860</td>
<td>A study of the everyday life of most and of the ideas of a few, Americans. (1-0-3) RACINE</td>
</tr>
<tr>
<td>312</td>
<td>AMERICAN SOCIAL AND INTELLECTUAL HISTORY SINCE 1865</td>
<td>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. (1-0-3) KILLIAN</td>
</tr>
<tr>
<td>313</td>
<td>CONSTITUTIONAL HISTORY OF THE UNITED STATES</td>
<td>Framing of the Constitution of the United States, major constitutional doctrines, and judicial controversies over the meaning of constitutional provisions. (1-0-3) KILLIAN</td>
</tr>
<tr>
<td>314</td>
<td>THE CITY IN THE WESTERN WORLD</td>
<td>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. (1-0-3) RACINE</td>
</tr>
<tr>
<td>315</td>
<td>HISTORY OF THE NEGRO IN AMERICA</td>
<td>A study of the black experience in America from the seventeenth century to the present. (1-0-3) KILLIAN</td>
</tr>
<tr>
<td>316</td>
<td>DIPLOMATIC HISTORY OF THE UNITED STATES</td>
<td>A survey of American relations with foreign powers with emphasis on the last 75 years. (1-0-3) JONES</td>
</tr>
<tr>
<td>317</td>
<td>AMERICAN SOCIETY TO 1789</td>
<td>A study of the life of Americans as colonials, revolutionaries, and constitution-makers. (1-0-3) RACINE</td>
</tr>
</tbody>
</table>
322. FOUNDING OF THE NATION
An in-depth examination of some of the factors which formed the new nation of the United States of 1789-1865. Emphasis and course content may vary. (3-0-3) JONES, KILLIAN, RACINE

323. FOUNDATIONS OF MODERN AMERICA
A study of topics in the history of the United States during the modern period of 1865 to 1914. Emphasis and course content may vary. (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 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. (1-0-3) BAYARD

391. THE MIDDLE EAST AND SOUTH ASIA
A survey of the history of the Middle East and South Asia with emphasis on Islamic and Hindu traditions and cultures, the emergence of nationalism, and the achievement of independence and statehood. (1-0-3) THOROUGHMAN

392. MODERN EAST ASIA
A survey of the history of East Asia since the beginning of the 19th century. (1-0-3) THOROUGHMAN

393. SEMINAR IN LATIN AMERICAN HISTORY AND CULTURE
An introduction to Latin America involving reading and study of both colonial and modern developments in the region. (1-0-3) JONES, LESSENE

394. RUSSIA SINCE PETER THE GREAT
A survey of the growth of modern Russia, both geographically and politically. Emphasis is placed on the westernization of Russia under Peter the Great, the development of the Russian state during the 18th and 19th centuries, and the influence of nationalism, the establishment of national states, and the problems faced by those new states in the contemporary era. (1-0-3) JONES, LESSENE

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, to 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 may be approved at least six weeks prior to registration day. (1-0-3) STAFF

460. INDEPENDENT STUDY IN EUROPEAN HISTORY
Same as History 450, except in European field. (1-0-3) STAFF

481+ SPECIAL TOPICS IN UNITED STATES HISTORY
Selected problems, periods, or trends for intensive study and extensive reading. Subject matter will vary and each topic will be assigned a specific number when announced. Admission with permission of instructor only. (1-0-3) STAFF

491+ SPECIAL TOPICS IN EUROPEAN HISTORY
Same as History 481, except in European field. (1-0-3) STAFF
The humanities major offers students an opportunity to design their own interdepartmental major in the general area of humanities. To do this, the student must first plan a major program with the coordinator 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 and 202 as prerequisites for the major. Of the courses meeting with the coordinator's approval above the 300 level in humanities departments, and of Humanities 301 and 401.

This is a 21-semester-hour major.

**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 the questions and issues that confront all. The course includes substantial reading and group discussion, considerable work on English composition skills, and the writing of numerous short essays and other papers. Sections of the course are taught by members of the departments of English language and literature, fine arts, foreign languages, history, philosophy, and religion. Normally required of all freshmen.

(3-0-3) STAFF

**201, 202. Values and Issues in the Humanities**

An interdisciplinary course, primarily for sophomores, designed to bring the various perspectives of the major philosophical, religious, and aesthetic traditions to bear on issues of moment in the life of contemporary man. Students who successfully complete the full year's work (12 semester hours) may choose to distribute the credit so as to apply it to general education requirements in English literature, foreign languages, history, philosophy, and religion (at the rate of one course to each area).

(2-0-6) each course

HANK; STAFF, Humanities Departments

**301. Values and Issues Seminar**

This seminar will endeavor to show that "the humanities" are related to 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 reformulate the issues and move creatively toward possible solutions.

(2-3-3) STAFF

**401. Senior Humanities Seminar**

Either a special topics seminar or a temporary cross-listing with specific existing advanced courses in the humanities departments. Required for humanities majors.

(3-0-3) STAFF

**Interdepartmental Studies**

**HUMANITIES**

**INTERCULTURAL STUDIES**

THOMAS V. THOROUGHMAN, Coordinator of 201, 202

The intercultural studies major offers students an opportunity to develop an interdepartmental major in the general area of international/intercultural studies. It is intended primarily for students whose interests lie in the study of countries and cultures outside Europe and North America and whose undergraduate academic goals cannot be conveniently achieved through a major in one of the traditional academic departments. A student desiring to major in intercultural studies must work out a curriculum with the coordinator, who will also act as the student's academic advisor. This should be done before the beginning of the junior year.

The major requires the completion of 33 semester hours in advanced courses approved by the coordinator from the offerings of the following departments: economics, fine arts, foreign languages, government, history, religion, and sociology.

**INTERDEPARTMENTAL STUDIES**

**DEPARTMENT CHAIRMAN, Coordinators**

The interdepartmental studies 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 no later than the end of the first semester of his or her junior year. Further information about this major may be obtained from department chairmen and the Dean of the College.

**MATHEMATICS**

RICHARD L. ROBINSON, Department Chairman

Curtis P. Bell Lee O. Hagglund, Donald E. Strebel

Major Prerequisites: Math 110, 120 or high school equivalent.

Major Requirements:

Math 140, 181, 182, 281, 282, Computer Science 110, Computer Science 120 or 130, and four additional mathematics courses numbered 300 or above.

All majors are urged to study the applications of mathematics by taking mathematical courses in other departments. Majors are also urged to take as much Computer Science as possible. Prospective graduate students in mathematics should plan to take mathematics courses in addition to those required, and they should acquire a reading knowledge of French or German. Most prospective majors should take Math 240 during their sophomore year.
110. ALGEBRA
A review of basic algebra and a study of functions and their graphs, polynomial equations, and problem solving. Normally offered in summer only. (3-0-3) STAFF

120. TRIGONOMETRY
A careful study of the trigonometric function, identities and the application of trigonometry to geometrical and physical problems. Prerequisite: a working knowledge of high school algebra. Normally offered in summer only. (3-0-3) STAFF

130. FINITE MATHEMATICS
A study of matrices, linear programming, and probability theory, and the applications of these topics to problems in the social, life, and management sciences. Prerequisite: a working knowledge of high school algebra. (3-0-3) STAFF

140. STATISTICS
An introduction to statistical thinking and to statistical methods such as description, estimation, hypothesis testing, and correlation and regression commonly used in the analysis of data. (3-0-3) STAFF

160. A SHORT COURSE IN CALCULUS
A brief, non-rigorous introduction to the basic ideas of derivative and integral particularly suitable for students in the social, life, and management sciences. Prerequisite: a working knowledge of high school algebra. (3-0-3) STAFF

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 and trigonometry. (3-0-3) STAFF

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

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

282. CALCULUS 4
The geometry of three-dimensional space and the calculus of functions of several variables. Prerequisite: Calculus 2. (3-0-3) 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. (3-0-3) STAFF

330. NUMERICAL METHODS
A study of the theory and computer implementation of numerical methods for obtaining approximate solutions to mathematical problems. Topics include error analysis, zeros of polynomials, numerical differentiation and integration, and systems of linear equations. Prerequisites: Math 182, Computer Science 110 (Math 206 is recommended). (3-0-3) HAGGLUND

340. DIFFERENTIAL EQUATIONS
Theory and applications of first and second order differential equations with both analytical and numerical solution techniques. Prerequisite: Math 182. (3-0-3) BELL

350. 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. (3-0-3) ROBINSON

360. 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. (3-0-3) ROBINSON

421. MATHEMATICAL PROBABILITY AND STATISTICS
A rigorous study of probability models, random variables, estimation, hypothesis testing, and linear models. Prerequisites: Math 282, Math 140. (3-0-3) each course BELL

431. 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. (3-0-3) each course HAGGLUND

441. 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. (3-0-3) each course BELL

451. 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. (3-0-3) each course BELL
MILITARY SCIENCE

LTC WILLIAM F. TINDER, PMS and Department Chairman

MAJ PAUL D. BEDARD, MAJ ANNE M. JONES, CPT MARION W. KEY,
CPT ROBERT F. PARKER, CPT TERRY L. STANGER,
SGM DONALD R. AIRHART, MSG ROBERT W. HENDERSON,
SFC RAYMOND E. WILSON

Military Science offers a Basic Program and an Advanced Program. Satisfactory completion of six semester hours in the Basic Program and contact hours in ROTC activities, substitute military experience, or three years of JROTC may qualify 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 Lab. Students in the Basic Program are encouraged to participate in the department's adventure training.

The Military Science Department does not offer a major.

BASIC PROGRAM

101. ORGANIZATIONAL LEADERSHIP
Emphasizes a functional approach to the study of leadership. Primary concentration will be given to military leadership, defined as the process of influencing human behavior in order to accomplish the mission of the organization.
(1-0-1) STAFF

102. BASIC MAP READING
Provides the student with a working knowledge and understanding of the fundamentals of military map reading.
(1-0-1) STAFF

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) STAFF

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

126

ADVANCED PROGRAM

101. MILITARY SCIENCE
Development of the student's knowledge of squad and platoon tactics, the Soviet military threat, combat intelligence, and 81mm mortar gunnery. Weekend field exercises. Mandatory laboratory.
(3-1-3) PARKER

102. 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 laboratory.
(3-1-3) PARKER

101. 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 laboratory.
(3-1-3) BEDARD

102. MILITARY SCIENCE
A review 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 the basic knowledge required to make a smooth transition into military life. Weekend field exercises. Mandatory laboratory.
(3-1-3) BEDARD

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 or any other 200-level course if he or she wishes to satisfy the General Education Requirement with a second course in philosophy.

Major Requirements:
Twenty-one semester hours of course work, chosen in consultation with the departmental advisor. The course or courses taken for completion of the General Education Requirement may not be counted toward a major in philosophy.

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

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

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

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 1981-82.
(3-0-3) HUDGINS

311. PRINCIPLES OF ETHICS
A study of diverse value systems. Offered in 1982-83.
(3-0-3) HUDGINS

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

323. 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 1981-82.
(3-0-3) HEDGINS

301. 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 1981-82.
(3-0-3) HEDGINS

302. 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 1981-82.
(3-0-3) KELLER

303. 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 1982-83.
(3-0-3) KELLER

304. 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 1981-82.
(3-0-3) BLIGHT

305. 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, through the transition of Plotinus to the rich medieval systems of Augustine and Aquinas. Attention will be paid to the coherence and, for its time, appropriateness, of each thinker's system. Offered in 1982-83.
(3-0-3) HANK

306. EARLY MODERN PHILOSOPHY
A study of modern philosophy beginning with the rationalists — Descartes and Leibnitz — and the empiricists — Berkeley, Locke, and Hume — and extending to their attempted synthesis in Kant and post-Kantian German Idealism. Offered in 1982-83.
(3-0-3) HANK

307. CONTEMPORARY CONTINENTAL PHILOSOPHY
A tracing of philosophy in Europe, mainly Germany (i.e., not Sartre and Camus), from the influence of Hume to the later Heidegger and current thinking in semantics and hermeneutics. Offered in 1981-82.
(3-0-3) HANK

308. 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

DUANE STOBER, Department Chairman
MICHAEL W. AYERS, LADSON G. CUBBAGE, JR., JOHN T. DAURITY,
L. WAYNE EARHARDT, PATRICIA A. GAINEY,
WILLIAM G. PARKER, JOHN W. PILLEY, GEORGE F. SASSER

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 from Wofford College.

101. LIFETIME SPORTS

Participation in one of the four groups of activities listed below.
(3-0-1) STAFF

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<th>Group I</th>
<th>Group II</th>
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<td>Tennis</td>
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<td>Table Tennis</td>
<td>Indoor Soccer</td>
<td>Shuffleboard</td>
<td>Golf</td>
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102. LIFETIME SPORTS

Participation in one of the four groups of activities listed above, except that the student may not repeat activities.
(3-0) STAFF

210. COACHING FOOTBALL AND BASKETBALL

Theory and techniques of coaching high school students.
(3-2-3) SASSER, EARHARDT

PHYSICS

DANIEL W. OLDS, Department Chairman
PHILIP O. BERGE, DANIEL 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 121, 122 as prerequisites. Any physics course beyond General Physics may be counted toward any of the majors.
PHYSICAL EDUCATION

DUANE STOBER, Department Chairman
MICHAEL W. AYERS, LADSON G. CURRAGE, JR., JOHN T. DAURITY,
L. WAYNE EARHARDT, PATRICIA A. GAINELY,
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102. LIFETIME SPORTS
Participation in one of the four groups of activities listed above, except that the student may not repeat activities.
(3-0-1) STAFF

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

220. COACHING BASEBALL, TRACK, AND SOCCER
Theory and techniques of coaching high school students.
(3-3-3) STAFF

310. HEALTH EDUCATION
Course meets the requirement for teacher certification.
(3-0-1) STOBER

320. GROUP RECREATION
Active participation in recreational activities.
(3-0-1) STOBER

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

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

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

PHYSICS

DANIEL W. OLDS, Department Chairman
PHILLIP O. BERGE, DANIEL 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 121, 122 as prerequisites. 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 321, Math 140 and Computer Science 110, 120 or 200.

Related work includes the second science courses required for the B.S. degree and Math 181, 182.

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 120, 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.

This department participates in teaching SCIENCE 101, 102, 103- INVESTIGATION IN SCIENCE. See page 142 for course description.

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.

(3-3-4) STAFF
340. CONTEMPORARY PHYSICS
This course will involve the student in reading articles on selected topics in the current physics publications 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 233.
(3-0-3) STAFF

342. OPTICS
This course presents and demonstrates the proper use of several alternative models 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 bonding, properties of crystalline solids, electrons in metals, and semiconductors. Prerequisite: Physics 233.
(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 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
These courses, designed for students planning to attend graduate school in physics, are 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 topic and textbook. Prerequisites: Math 282, Physics 253, 261, and 331.
(3-0-3) each course STAFF

460. 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 of 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 least the advanced undergraduate level. Prerequisite: permission of instructor.
(0-0-2) STAFF

PSYCHOLOGY

JAMES E. SEEGARS, 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. Psychology offers a B.S.-degree major only. Thus the major requires eight hours of laboratory science outside the psychology department (the Science 101, 102, 103 courses do not satisfy that requirement).
This department participates in teaching SCIENCE 101, 102, 103— INVESTIGATION IN SCIENCE. See page 142 for course description.

INTRODUCTORY AND GENERAL ELECTIVE COURSES

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

201. CURRENT TRENDS AND PERSPECTIVES IN PSYCHOLOGY
As academic psychology is a relatively young field with growth in many directions, this course provides an opportunity for students to review the current research and theoretical basis for much of the significant ongoing research in major universities and medical centers. Current areas of emphasis include moral development, sociobiology, behavioral genetics, male/female differences, public education testing programs, brain lateralization, the changing scope of abnormal psychology, and biofeedback. From time to time, new topic areas may be introduced.
(3-0-3) STAFF

205. HUMAN LEARNING: EXPERIMENTAL AND APPLIED
A survey of the empirical data of human learning, including methodology, historical review, and contemporary views of learning as developed within the viewpoint of behavior and cognitive psychology. The course will also explore the application of human learning skills to problems such as academics, emotions, and adjustment.
(3-0-3) STAFF

211. BIOLOGICAL BASIS FOR BEHAVIOR
Review of "internal causes" of behavior as well as review of effects of drugs on 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 services, YMCA, and youth activities.
(3-0-3) STAFF

360. HUMAN SEXUALITY
This course is divided into two areas of emphasis. First, it 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
CORE PROGRAM FOR THE MAJOR

321. CHILD DEVELOPMENT
A study of the total development of the human organism from conception. (Mee 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

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

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

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

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

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

452. HUMAN AND ANIMAL LEARNING AND DEVELOPMENT II
A research-oriented seminar focusing primarily on personality and behavior problems in humans and learning and development in animals.
(3-0-3) STAFF

ADVANCED ELECTIVES SERIES

312. GROUP DYNAMICS
A review in academic and laboratory settings is used to acquaint the student with an understanding of human interaction in small group behavior. The course focuses on theoretical explanations for group interaction as well as current and empirical data. Students have the opportunity to participate in small group activities designed to enhance the classroom presentations. Topics include leadership, persuasion, group process, and propaganda.
(3-0-3) STAFF

136
450. 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

458. PSYCHOLOGY IN THE COMMUNITY
A practicum-style course in which students become involved in the practical application of psychological training. Students are expected to work a minimum of 10 hours a week in a community program under carefully supervised conditions. Work experiences may include the Spartanburg Mental Health Center, the Broughton State Hospital, The Charles Lea Center, The Spartanburg Alcohol and Drug Abuse Commission.
(1-4-3) STAFF

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

RELIGION
JOHN M. BULLARD, Department Chairman
CHARLES D. BARRETT, WILLIAM W. MOUNT, JR.

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 and 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 a 200-level course in Greek may be counted as three hours toward fulfillment of a Religion major.

I. INTRODUCTORY

201. 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.
(1-0-3) STAFF

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

III. THEOLOGY AND ETHICS

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

II. THE BIBLE

301. JESUS
An analysis of the Gospels with concern for Jesus' life and teachings.
(3-0-3) MOUNT

302. PAUL
A study of the New Testament evidence in search of an understanding of Paul and his place in Christianity.
(3-0-3) MOUNT

311. THE PROPHETS OF ISRAEL
The religion of the Hebrew prophets studied in historical context with concern for its contemporary relevance.
(3-0-3) BULLARD

312. 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.
(3-0-3) BULLARD

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

314. 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.
(3-0-3) BULLARD

III. THEOLOGY AND ETHICS

311. 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

312. 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 Constantinian era, the age of the Reformation, and the age of the Enlightenment).
(3-0-3) BARRETT
323. CURRENT RELIGIOUS THOUGHT
An examination of the thought of major contributors to contemporary theological
discussion. Prerequisite: Philosophy 201 or instructor's consent.
(3-0-3) BARRETT

324. NEW FRONTIERS IN CHRISTIAN THOUGHT
An analysis of new approaches to persistent religious and theological problems. The
course will begin with a study of Dietrich Bonhoeffer's idea of "religions
Christianity" and explore such subsequent phenomena as the God-is-dead thesis,
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 instruc-
tor's consent.
(3-0-3) STAFF

IV. RELIGIOUS TRADITIONS
332. RELIGION IN AMERICA
Studies in the role played by Judaeo-Christian tradition in the formation of
American mores, thought, and culture, with due attention to the reciprocal impact
of environment on faith. Prerequisite: one course in American history or instruc-
tor'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) STAFF

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 essay.
Credit hours to be determined by the instructor. Normally offered for religion ma-
jors.
(0-0-1, 2, or 3) STAFF
345. **POLITICAL SOCIOLOGY**
An inquiry into the origins of the state, the structure of political institutionalization, and the bases of legitimate authority.
(3-0-3) STAFF

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

450. **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.

**NON-DEPARTMENTAL COURSES**

**RESEARCH 106. INTRODUCTION TO RESEARCH METHODS**
This course focuses on methods of research and of presenting information. Students analyze essays by examining the validity of arguments, evaluating supporting evidence, and recognizing bias. The instructor may be drawn from one of a number of departments, including history, sociology, government, and philosophy. Offered in Summer Session only.
(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 scientists organize man's understanding of nature. Emphasis on exemplifying science, rather than on 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 departments of biology, chemistry, geology, physics, and psychology. The topic of Science 101 is physical science; 102, life science; and 103, both.
(3-3-4) each course STAFF
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ROGER MILLIKEN
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The Wofford College National Alumni Association consists of some 9,000 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 four-year terms, and several ex-officio members.
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(Effective July 1981)
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Winifred S. Smith, B.A., Admissions Counselor
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Margaret P. Adams, Financial Aid Counselor

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Linda Powers, B.A., M.A.T., Director

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(Resigned July 1981)
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(Effective August 1981)
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Kaiser Thomas, Jr., Assistant Dean of Students and Director of Housing

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Andrews Field House

Joe L. Greenlee, Jr., B.A., Director of Public Safety

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Black Infirmary

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Mack C. Poole, M.D., College Physician
Ralph A. Tesseneer, M.D., College Physician
Dorothy B. Halligan, R.N., Resident College Nurse
Ann E. Griffith, R.N., College Nurse

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

Business Office

Snyder House

Harold S. Smithyman, A.B., Controller

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Curry Building

Wallace B. Henderson, Director of Physical Plant

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Burwell Building

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Carl B. Eleazor, A.A., Assistant Director of Food Services

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Burwell Building

William W. Mount, B.A., M.A., M.Div., Ph.D., Acting Campus Minister

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Campus Life Building

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L. Wayne Earhardt, B.S., Assistant Athletic Director and Head Basketball Coach
Michael W. Ayers, B.A., M.A., Assistant Football Coach
Arthur K. Black, B.A., Director of Terrier Club and Sports Promotion
W. Earl Buice, Golf Coach
Ladson G. Cubbage, Jr., B.A., Assistant Football Coach
John T. Daurity, B.S., Director of Intramural Sports and Baseball Coach
Patricia A. Gainey, B.S., M.A., Women's Sports Director
Charles McGinty, B.A., Soccer Coach and Tennis Coach
William G. Parker, B.S., M.A.T., Assistant Football Coach
Duane A. Stober, B.S., M.S., Assistant Professor of Physical Education and Athletic Trainer
<table>
<thead>
<tr>
<th>Name</th>
<th>Years and Positions</th>
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<tbody>
<tr>
<td>Phillip Olaf Berge</td>
<td>Assistant Professor of Physics</td>
</tr>
<tr>
<td>Fred Thomas Adams</td>
<td>Professor of Sociology, A.B., M.A., University of Alabama; Ph.D., Tulane University</td>
</tr>
<tr>
<td>Kamran Afshar</td>
<td>Assistant Professor of Economics, B.S., Pahlavi University; Diploma, University of Oxford; Ph.D., Florida State University</td>
</tr>
<tr>
<td>Frank John Anderson</td>
<td>Librarian, A.B., Indiana University; M.S. in L.S., Syracuse University</td>
</tr>
<tr>
<td>Constance Dean Armitage</td>
<td>Assistant Professor of Art, A.B., University of California; M.A., University of Georgia</td>
</tr>
<tr>
<td>Hugh Thomas Arthur</td>
<td>Associate Professor of Economics, B.S., Davis and Elkins College; M.L., University of Pittsburgh; M.A., University of South Carolina</td>
</tr>
<tr>
<td>Michael Wayne Ayers</td>
<td>Assistant Football Coach, B.A., M.A., Georgetown College</td>
</tr>
<tr>
<td>Charles David Barrett</td>
<td>Associate Professor of Religion and Assistant College Marshal, A.B., Wofford College; B.D., Emory University; Ph.D., Drew University</td>
</tr>
<tr>
<td>Ross Hawthorne Bayard</td>
<td>Associate Professor of History, A.B., Washington and Lee University; M.A., Ph.D., University of South Carolina</td>
</tr>
<tr>
<td>Paul David Bedard</td>
<td>Major, United States Army, Assistant Professor of Military Science, B.A., Columbus College</td>
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<tr>
<td>Curtis Porter Bell</td>
<td>Associate Professor of Mathematics, B.S., Wofford College; M.A., Ph.D., University of Georgia</td>
</tr>
<tr>
<td>Roy Benson, Jr.</td>
<td>Lieutenant Colonel, United States Army, Professor of Military Science, B.S., University of Omaha; M.A., University of Missouri</td>
</tr>
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<td>Victor Bilanchez, Jr.</td>
<td>Associate Professor of Music and Director of Glee Club, B.A., M.M., D.M.A., University of Miami</td>
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<td>Lecturer in Accounting, B.A., Wofford College; M.A., University of South Carolina</td>
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<td>Albert C. Outler Professor of Religion, A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University</td>
</tr>
<tr>
<td>Paul Linwood Carr</td>
<td>Lecturer in Spanish, B.A., Furman University; M.A.T., Vanderbilt University</td>
</tr>
<tr>
<td>Jeanne Louise Carriere</td>
<td>Assistant Professor of English, B.A., Dominican College; M.A., C.Phil., Ph.D., University of California</td>
</tr>
<tr>
<td>Deold Andrew Castillo</td>
<td>Assistant Professor of Chemistry, B.S., Belmont Abbey College; M.A.T., Winthrop College; M.S., University of South Carolina; Ph.D., Clemson University</td>
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<tr>
<td>William Pinckney Cavin</td>
<td>John M. Reeves Professor of Chemistry and College Marshal, A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina</td>
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<tr>
<td>Lawrence Harris Chewning, Jr.</td>
<td>Professor of English, B.A., Furman University; M.A., Ph.D., University of Virginia</td>
</tr>
<tr>
<td>Nelson Burnell Collard, Jr.</td>
<td>Major, United States Army, Assistant Professor of Military Science, B.A., University of Washington</td>
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<td>George Allen Coltrane</td>
<td>Lecturer in Accounting, A.B., J.D., Duke University</td>
</tr>
<tr>
<td>Joaquin Fernandez DeVelasco</td>
<td>Associate Professor of Foreign Languages, B.A., Havana Institute; M.A., Middle College; Ph.D., University of Havana</td>
</tr>
<tr>
<td>Harry Donald Dobbs</td>
<td>Professor of Biology, A.B., M.S., Ph.D., Emory University</td>
</tr>
</tbody>
</table>
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)
Frederick A. Gossell, 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)
Associate Professor of English
B.A., Duke University; M.A., Emory University

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

Patricia Ann Gainey (1979)
Women's Coach and Instructor in Physical Education
B.S., Winthrop College; M.A., Appalachian State University

Gerald Allen Ginochio (1980)
Instructor in Sociology
B.S., University of Wisconsin; M.A., University of New Hampshire

Harold William Green (1965)
Associate 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.

Susan Cass Griswold (1980)
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B.A., University of North Carolina at Greensboro; Ph.D., Vanderbilt University

James Richard Gross (1966)
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B.A., University of North Carolina; M.A., Ph.D., New York University

John Wilbur Harrington (1963)/Retired September 1981
Professor of Geology
B.S., Virginia Polytechnic Institute; M.S., Ph.D., University of North Carolina

Matthew Archie Henderson, III (1974)
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B.A., University of Florida; J.D., Vanderbilt University

Edmund Henry (1970)
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William Brooks Hubbard (1964)
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B.S., Wofford College; M.Ed., University of North Carolina

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

Walter Edward Hudgins (1972)
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A.B., B.D., Ph.D., Duke University

Alicia Fusselle Hyde (1980)/1st Semester 1980-81
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B.A., M.A., University of Georgia

Katherine Worth Johnson (1977)
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B.A., Converse College; M.A., Winthrop College

Anne Marie Jones (1980)
Captain, United States Army
Assistant Professor of Military Science
B.A., Willamette University

Lewis Pinckney Jones (1946)
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James Albert Keller (1972)
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Joseph Howard Killian, Jr. (1967)
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Theodore Alan Lamb (1978)/Resigned August 1980
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B.A., M.A., University of Alabama; Ph.D., University of Tennessee

Walter Raymond Leonard (1948)
John M. Reeves Professor of Biology
A.B., Tusculum 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

Ta-Tseng Ling (1966)
Associate Professor of Government
B.A., National Cheng-Chi University; M.A., Ph.D., University of Tennessee
John Anthony Macel, Jr. (1978)/Reassigned August 1980
Captain, United States Army
Assistant Professor of Military Science
B.S., Xavier University

Dan Baker Maultsby (1969)
Associate Professor of Sociology and Vice President for Academic Affairs
A.B., Wofford College; Ph.D., University of Tennessee

Salvator Lee Mazza (1978)/Reassigned August 1981
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

Anthony Daniel Mincarelli (1977)/Resigned May 1980
Band Director
B.A., M.Mus., Ithaca College

Edward Richelieu Minus (1972)/Resigned June 1980
Assistant Professor of English and Director of Reading Center and Writing Laboratory
B.A., Presbyterian College; M.A., Boston University

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

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

Daniel Wayne Olds (1963)
Professor of Physics
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Mark Steven Olencki (1977)
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A.B., Wofford College

Robert Francis Parker, Jr. (1980)
Captain, United States Army
Assistant Professor of Military Science
B.A., University of Delaware

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

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

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

Phillip Noel Racine (1969)
Assistant Professor of History
B.A., Bowdoin College; M.A., Emory University

Mary Hope Rhodes (1979)
Lecturer in Education
B.A., Converse College; M.Ed., University of South Carolina

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

Robert Mars Ross (1980)
Lecturer in Accounting
B.S., Mississippi State University; C.P.A.

Donald Marcell Scott (1966)
Assistant 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

John Snyder (1979)/1st Semester 1979-80
Lecturer in Accounting
B.S., Towson State College; M.A.S., Johns Hopkins University

Gordon Kelly Sparger (1978)/Resigned January 1980
Assistant Football Coach
B.A., North Carolina State University; M.A., Appalachian State University

William Scott (1966)
Professor of Psychology
B.A. and M.A., Duke University; Ph.D., University of Oregon

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

John Snyder (1979)/1st Semester 1979-80
Lecturer in Accounting
B.S., Towson State College; M.A.S., Johns Hopkins University

Gordon Kelly Sparger (1978)/Resigned January 1980
Assistant Football Coach
B.A., North Carolina State University; M.A., Appalachian State University
Terry L. Stanger (1980)
Capian, United States Army
Assistant Professor of Military Science
B.S., North Georgia College

Bobby Gene Stephens (1963)/Resigned August 1980
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)
T. B. Stackhouse 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

Donald Edmund Strebel (1980)
Assistant Professor of Mathematics
B.A., B.S., University of Rochester; M.S., University of California, San Diego

Edward Bates Sydnor (1970)
Registrar and Director of Summer School
B.A., Wofford College

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

Gerald Thomas Thurmond (1980)
Assistant Professor of Sociology
B.A., Baylor University; M.A., Ph.D., University of Georgia

William Franklin Tinder (1980)
Lieutenant Colonel, United States Army
Professor of Military Science
B.A., Wofford College; M.S., George Washington University

Susan Kathleen Touchstone (1980)
Assistant Professor of Economics
B.S., M.A., Ph.D., Florida State University

Deno Pedro Trakas (1980)
Instructor in English and Director of Reading Center and Writing Laboratory
B.A., Eckerd College; M.A., University of Tulsa

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

Instructor in Religion
B.A., Shorter College; M.Div., Southern Baptist Theological Seminary

Larry Verne Watson (1980)
Band Director
B.M.E., Oklahoma State University; M.M., Converse College

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

Donald James Welch (1970)/Leave of Absence 1979-80; Resigned July 1980
Professor and Campus Minisier and Lecturer in Religion
A.B., Union College; M.Div., Duke University

Dennis Michael Wiseman (1979)
Assistant Professor of Foreign Languages
B.A., M.A. University of Arizona; Ph.D., University of North Carolina

Giorgiana Ziegler (1980)/Resigned May 1981
Assistant Professor of English
B.A., M.A., Ph.D., University of Pennsylvania

PROFESSORS EMERITI

George Cotton Smith Adams
Professor of Romance Languages, Emeritus (Deceased February 1981)
A.B., A.M., Ph.D., University of North Carolina

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

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

James Carr Loftin
Professor of Chemistry, Emeritus (Deceased February 1980)
B.S., Virginia Military Institute; M.S., Ph.D., University of North Carolina

Clarence Clifford Norton
John M. Brown Professor of Sociology, Emeritus
B.S., Millsaps College; A.M., Emory University; Ph.D., University of North Carolina; Lit.D., Wofford College

William Alonzo Parker
Professor of Physics, Emeritus
A.B., Davidson College; M.A., Duke University

Howard McIver Pegrast
Professor of Mathematics, Emeritus
A.B., Wofford College; A.M., Duke University

John Leonard Salmon
John M. Brown 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 (Deceased May 1980)
B.S., Clemson University
STUDENTS ENTERING SEPTEMBER, 1979

New Students
(Day 43, Resident 256) ........................................ 299
Transfer Students
(Day 23, Resident 188) ........................................ 61

Former Students
(Day 14, Resident 16) ........................................ 8
Special/Part-Time/Non-Credit Students
(Day 16, Resident 0) ........................................ 16

Total ............................................................ 386

NUMBER OF STUDENTS BY STATES, 1979-80

Alabama ....................................................... 10
Arkansas ....................................................... 1
Colorado ....................................................... 1
Connecticut .................................................... 1
Florida ......................................................... 43
Georgia ......................................................... 66
Hawaii .......................................................... 1
Illinois ......................................................... 9
Kentucky ....................................................... 7
Louisiana ...................................................... 1
Maine ........................................................... 3
Maryland ...................................................... 3

FOREIGN COUNTRIES

Canada ........................................................ 1
India ............................................................ 3
Iran ............................................................. 6
Japan ........................................................... 1
Thailand ....................................................... 1
Uganda ........................................................ 1

Total Enrollment ........................................... 1122

NUMBER OF SOUTH CAROLINA STUDENTS BY COUNTIES

Abbeville ...................................................... 4
Aiken ........................................................... 19
Allendale ..................................................... 3
Anderson ...................................................... 20
 Bamberg ...................................................... 6
Berkeley ....................................................... 8
Beaufort ...................................................... 10
Charleston .................................................. 38
 Cherokee ...................................................... 18
Chester ....................................................... 8
Chesterfield .................................................. 6
Clarendon ..................................................... 4
Colleton ...................................................... 9
 Darlington ..................................................... 16
 Dillon ........................................................ 9
Dorchester .................................................... 1
Edgefield ..................................................... 2
Fairfield ...................................................... 14
Florence ...................................................... 1
Georgetown .................................................. 5
Greenville .................................................... 60
Greenwood ................................................... 9

Total .......................................................... 826

DEGREES CONFERRED 1979

BACHELOR OF ARTS DEGREE

Jack West Adams
Hewy Eugene Aiken
Joseph Wolford Allen, Jr.
Robert Grantham Allen, Jr.
Thomas Everett Allen
Frances Wilfred Altman, Jr.
Mark Allen Anderson
Kodyc Oscar Anderson
Al Craig Andrus
George Tomlison Atkins
Susanne Allison Atkins
John Bailey Allred
Wade Edward Ballard
Donald William Barnes
Jean Ann Barlow
James Anderson Barrett
Robert Homer Bass, Jr.
Gregory Warren Batts
John Fisher Beach
James Arthur Bell
Britten Armstrong Bolton
Bruce Logan Bomar, Jr.
Leonard Bush Brough
Harold Heyward Brooks, Jr.
Thomas Gary Brown
Glenn Alan Brummond
Gary Lee Burgess
John William Byars
Robert Tomlinson Cannon
Piet Allen Cannell
Ernest Ray Carnmouth, Jr.
William Robert Carroll
Grant Gregory Chittenden
Blinky Walker Clayton
Ricky Wayne Clottinger
Ernest Allen Cowens
Lauri Hammett Covell
Rebecca Compton
Spence John Combs
Cedell Clifton Corbett, III
Billie Jennings Creech, Jr.
William Larry Crocker
Tuan Thuy Cudd
William Frederick Cunningham
John Edward Curtis
Katherine Malone Douglas
Robert Eugene Doyle
Heywood Dixon Duncan
Joseph Locke Dunlap
Bobby Douglas Earls
Bobby Allen Eastes
Nancy Twigg Elliott
Orge Craven Evans
John Barnwell Fishburne

Vicki Dianne Fleming
Herbert Carl Floyd, Jr.
Jeffrey Hollis Forrester
Russell Matthew Foster
Samuel Christopher Freeman
Mark Jaroslav Fryml
Mitchell Ed Gainey
David Layton Gilbert, Jr.
David Christian Goodall
Robert Edwin Graham, Jr.
Steven Haley Gravelle
Edwin Mote Griffin, Jr.
Kevin Lewis Griggs
Timothy Collins Halligan
George Olin Hallman, Jr.
Susan Fonnye Harmon
Charles Andrew Harris, III
Adalai Stephen Holler
Lee Tatum Holroyd
Walter Franklin Hubbard
Kathryn Diane Hurst
Cynthia Carol Hutchens
David Keith Jackson
Michael Allgood Johnson
Wilton James Johnson
Edward Knox Jolly, Jr.
Charlie Frank Keiger
Gary Lamar Keiser
Kimbell Klarkie Kirby
John Curtis Labban
Mary Susan Lancaster
Charles Gublin Leaver
Rufus Duncan Lewis, III
Laurie Jo Liebmann
Gloria Denise Littlejohn
Frank Kenneth MackFarland, III
Richard Alvin Mcabee
George Raymond McElveen, III
John McCool Griffin McLeod
Marvin Edward McMillan, Jr.
Rickie Lenard Miller
Jeffrey William Moffitt
William Latham Morgan
Anthony Dale Neal
Charles Allen Nickles
Nancy Splendoro Onorato
Lansing Suhr Patterson
Ansel Drake Pernow
Robert Pressnell Philier
Bobby Dean Pitts
William Keith Powell
Richard Eugene Pruitt
John Howard Quackenbush
William Cleaton Rawls, Jr.
HONORS IN 1979 GRADUATING CLASS

Summa Cum Laude

Wade Edward Ballard
James Anderson Barrett
Robert Tomlinson Cannon
Ted Hamby Clarkson
Kathryn Malone Douglas
Adai Stephen Holler
Kathryn Diane Hurst
Mary Susan Lancaster
Charles Caithen Lever
Jack Marvin McBride, Jr.

Magna Cum Laude

Susanne Allison Atkins
Robert Eugene Bullard, Jr.
Phyllis Horne Crain
John Weeks Culclasure
Heywood Dixon Duncan

Cum Laude

Douglas Claud Anderson, III
John Fisher Beach
Grant Gregory Chittenden
John Edward Cuttimo
Bruce Alan Eastes
Nancy Twing Elliott
Marshall Glen Ferguson, II
Steven Edward Greene

ALGHERNON SYDNEY SULLIVAN AWARDS

Dr. Ross H. Bayard
James Anderson Barrett

MARY MILDRED SULLIVAN AWARDS

Mrs. Madeline W. Logan
Rebecca Compton

CLASS OF 1979

RA. Graduates .......................... 138
BS. Graduates .......................... 147
TOTAL GRADUATES ...................... 165
### NUMBER OF STUDENTS ENTERING SEPTEMBER, 1980

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<td>(Day 15, Resident 25)</td>
<td>(Day 20, Resident 0)</td>
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| Total | 389 |

### NUMBER OF SOUTH CAROLINA STUDENTS BY COUNTIES

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<td>Greenwood</td>
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| Total    | 808     |

### NUMBER OF STUDENTS BY STATES, 1980-81

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<th>State</th>
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<td>Georgia</td>
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<td>Missouri</td>
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| Total | 1087 |

### FOREIGN COUNTRIES

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<td>Cyprus</td>
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<td>Japan</td>
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</table>

| Total   | 1087 |

### DEGREES CONFERRED 1980

#### BACHELOR OF ARTS DEGREE

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
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<tr>
<td>Enrique Sierra Abell</td>
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<tr>
<td>Lloyd Ray Anderson, Jr.</td>
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<td>Pamela Sue Anderson</td>
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<td>Paul Stewart Atkins</td>
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<td>Stephen Drew Barnhill</td>
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<td>Cynthia Frances Beasley</td>
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<td>Valeria LeVerney Beatty</td>
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<td>Joseph Wallace Bennett, Jr.</td>
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<td>Henry Carroll Boney, III</td>
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<td>Connie Jean Burgess</td>
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<td>Robert Worth Burns</td>
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Peggy Reese McIntyre
Robert Nelson Maddox
Harry Thomas Maddux
Vera Sabrina Martin
Harry Hudson Marvel, Jr.
Tony Allen Metze
Grace Lowe Miller
Mark Williams Miller
Kevin McCaugh Minix
Joan Rebecca McJimsey Mitchell
James Elliott Moody, Jr.
David Leon Morrison
Susan Diane Owens
James Layton Parris
Daniel Deso Pate
Johnny Ricky Owens
Joyce Ann Payne
Michael Alan Peace
Reginald Everett Pettus
William Shawn Phillips
Joe Hill Pickens
John Gerald Pickens
John Simms Price
Matthew Joseph Rauschenbach
Michael Alan Reames
Thomas Bost Ricke, Ill
Grover Marry Richards
John Derrick Richardson
David Allison Roquemore
James Henry Ross
Richard Allen Rubel
Howard Layne Ruble, Jr.
James Russell Runford
Gabriel Kent Saad
William Robert Saffold, Jr.
Joseph DuPre Sanders

Donald Jeffrey Sapp
Herbert Dean Struggs
Thaddeus Fulton Segars
George Thomas Self
Michael Wragg Self
Vera Ann Sergiacomi
David Wayne Shehan
Michael Murray Shull
Kathy Sue Shy
Richard Gladstone Simpson
Barry Williams Smith
William Douglas Smith
Robert Paul Snodgrass
Sheree Renee Speed
Harmon Burgess Sprout, Ill
Kenneth Lynn Steen
Gregory Neal Sweet
James Layton Switzer, Jr.
Foyd Wayne Tate, Jr.
Michael Wren Taylor
Robert Hutchinson Taylor, Jr.
Mark Woodley Thackston
William Francis Thomas, Jr.
Bradley Dean Troutman
Michael Keith Turner
John Ray Van Wyk
Joseph Byron Vines
Richard Lawson Walker
Richard Keith West
James Harvey Wilkie, Jr.
John Brock Williams
Kim Evans Williams
Marvin Douglas Williams
Norvard Glenn Williams
Harry Flynn Wolfe, Ill
Alfred Proctor Wornall
Nalum Zaakaria Mundab

Thinking about the text, it seems to be a list of names, possibly from a directory or a catalog of some sort. The names are listed in alphabetical order, and there are sections for science degrees and honors degrees.
ALGERNON SYDNEY SULLIVAN AWARDS
Mr. Jerry Cogan
Jessie Cecil Brinson

MARY MILDRED SULLIVAN AWARDS
Mrs. Anne Springs Close
Joyce Ann Payne

CLASS OF 1980
B.A. Graduates..............84
B.S. Graduates..............85
TOTAL GRADUATES...........86

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