1983

Wofford College Catalogue, 1983-85

Wofford College. Office of the Registrar

Follow this and additional works at: http://digitalcommons.wofford.edu/catalogues

Recommended Citation
http://digitalcommons.wofford.edu/catalogues/110

This Book is brought to you for free and open access by the Registrar at Digital Commons @ Wofford. It has been accepted for inclusion in College Catalogues by an authorized administrator of Digital Commons @ Wofford. For more information, please contact stonerp@wofford.edu.
Wofford College Catalogue
1983-1985

Contents

Calendar 4
The College 7
Student Services 17
Admissions 31
Finances 39
Academic Regulations 69
Degree Requirements 83
Courses of Instruction 93
The Register 147

AUGUST 1983
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 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
Athletic Programs .................................................... The Director of Athletics
Scholarships and Other Financial Aid .................................. The Director of Financial Aid
Religious Activities .................................................. The Campus Minister
Career Counseling and/or Cooperative Education ............... The Director of Career Counseling 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 Dupre Administration Building or the Campus Life 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, 1983.

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 1983-84

1983

September 1-2  Thursday, Friday—Pre-Session Faculty Workshop
3-5  Saturday-Monday—Orientation for new students
5  Monday—Registration for new students
6  Tuesday—Registration for returning students
7  Wednesday—Classes begin at 8:30 a.m.
14  Wednesday—Last day for adding courses and registering
23  Friday—Last day for dropping courses

October 14  Friday—First grading period ends
21  Friday—Fall academic holiday
24  Monday—Classes resume at 8:30 a.m.
27  Thursday—Registration for Interim 1984

November 15  Tuesday—Pre-registration for second semester 1983-84
17  Thursday—Pre-registration for second semester 1983-84
23  Wednesday—Thanksgiving holidays begin at 5:30 p.m.
(Friday class and lab schedule)
28  Monday—Classes resume at 8:30 a.m.

December 9  Friday—Last day of first semester classes
12-16  Monday-Friday—First-semester final examinations
16  Friday—Holidays begin after last final examination

1984

January 8  Sunday—Residence halls open
9  Monday—Interim begins
10  Tuesday—Last day to drop/add or register for Interim

February 3  Friday—Last day of Interim

INTERIM

SECOND SEMESTER

February 5  Sunday—Residence halls open
6  Monday—Registration for second semester classes
7  Tuesday—Classes begin at 8:30 a.m.
14  Tuesday—Last day for adding courses and registering
22  Wednesday—Last day for dropping courses

March 16  Friday—First grading period ends
23  Friday—Spring holidays begin at 5:30 p.m.
### Academic Calendar for 1984-85

#### First Semester

- **Thursday, Friday**—Pre-Session Faculty Workshop
- **Saturday-Monday**—Orientation for new students
- **Monday**—Registration for new students
- **Tuesday**—Registration for returning students
- **Wednesday**—Classes begin at 8:30 a.m.
- **Wednesday**—Last day for adding courses and registering
- **Friday**—Last day for dropping courses
- **Friday**—First grading period ends
- **Friday**—Fall academic holiday
- **Monday**—Classes resume at 8:30 a.m.
- **Thursday**—Registration for Interim 1985
- **Tuesday**—Pre-registration for second semester 1984-85
- **Thursday**—Pre-registration for second semester 1984-85
- **Wednesday**—Thanksgiving holidays begin at 5:30 p.m. (Friday class and lab schedule)
- **Monday**—Classes resume at 8:30 a.m.
- **Friday**—Last day of first semester classes
- **Monday-Friday**—First-semester final examinations
- **Friday**—Holidays begin after last final examination

#### Summer Session 1984

- **Monday**—First term begins
- **Friday**—First term ends
- **Monday**—Second term begins
- **Friday**—Second term ends

### Academic Calendar for 1983-85

#### First Semester

- **Monday—Classes resume at 8:30 a.m.**
- **Tuesday—Pre-registration for first semester 1984-85**
- **Thursday—Pre-registration for first semester 1984-85**

#### Summer Session 1983

- **Friday—Last day of second semester classes**
- **Monday-Friday—Second-semester final examinations**
- **Saturday, Sunday—Commencement activities**
<table>
<thead>
<tr>
<th>1985</th>
<th>January</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 Sunday</td>
<td>1 Friday</td>
</tr>
<tr>
<td></td>
<td>Residence</td>
<td>Last day of</td>
</tr>
<tr>
<td></td>
<td>halls open</td>
<td>Interim</td>
</tr>
<tr>
<td></td>
<td>7 Monday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interim</td>
<td></td>
</tr>
<tr>
<td></td>
<td>begins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 Tuesday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last day to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>drop/add or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>register for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interim</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last day of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interim</td>
<td></td>
</tr>
</tbody>
</table>

**INTERIM**

- **Classes**: Registering
- **Applications**: Interim
- **Financial Aid**: Interim

**Summer 85**

WOFFORD COLLEGE

SUMMER 85
Purpose Of The 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.

The purpose of Wofford College is to function as a liberal arts institution of superior quality. Its chief concern is the development of an intellectual, spiritual, and aesthetic atmosphere in which serious and inquiring minds of students and faculty alike will be challenged to a common search for truth and freedom, wherever that search may lead, and in which each person may become aware of his 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, maturity of judgment, self-discipline, religious faith, and moral character so that they will be ever sensitive to the duties and responsibilities of good citizenship and render effective leadership and generous service to the communities in which they live.

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

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

History Of The College

One of fewer than two hundred existing American colleges which opened before the Civil War, Wofford was founded in 1854 as a result of a bequest of $100,000 to the Methodist Church from a Spartanburg minister and businessman, Benjamin Wofford. The College's original Main Building with its distinctive twin towers remains in use today, and is listed in the National Register of Historic Places, along with four campus homes.

Wofford's first century was blessed by two outstanding presidents, both nationally recognized as educational leaders. James H. Carlisle, who headed the College from 1875 to 1902, was a man devoted to the idea of a liberal and Christian education, and made this spirit his legacy to the College. His successor, Henry Nelson Snyder, built on this firm foundation to give Wofford a reputation for academic excellence that was recognized in 1941 with a charter for a chapter of Phi Beta Kappa. Of almost 2,000 four-year colleges and universities in the United States, only 243 are Phi Beta Kappa schools, and only three of these are in South Carolina.

During the great era of higher education expansion after World War II, Wofford prospered. Around a core of historic buildings rose imposing new structures including the versatile Campus Life Building and the modern Sandor Teszler Library. Wofford Terrier athletic teams, with strong financial support from alumni and the Spartanburg community, competed successfully against much larger schools. Academic innovations included a January Interim, which gave students the freedom to pursue a variety of educational opportunities both on campus and around the world. Once a men's college, Wofford voluntarily opened its doors to racial minorities in the 1960s and to women in the 1970s. At the same time, the College remained true to its classical-college heritage by deliberately limiting enrollment to 1,000 undergraduates and refusing to step back from its emphasis on being "a liberal arts institution of superior quality."

In the 1980s, under President Joab M. Lesesne, Jr., Wofford faces the future with many strengths. The College has an outstanding faculty, a dedicated and talented administrative staff, and a bright and diverse student body. Most important of all, Wofford has a roster of outstanding alumni, including five Rhodes Scholars, three Truman Scholars, and almost 40 college presidents; a host of government leaders at every level, including more than 150 members and former members of the South Carolina General Assembly; fourteen generals and four admirals; and numerous leaders in medicine, religion, law, education, and business. Surely, Wofford's Latin motto, Intaminatis Fulget Honoribus ("Untarnished, she shines with honors"), has never been more true than it is today.

The Sandor Teszler Library

The Wofford library collections are housed in the Sandor Teszler Library, a three-level, air-conditioned building with seating accommodations 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 and 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 200,000 volumes in the general collections, including board journals and microfilmed materials. In special collections there are some 10,000 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 was one of nine colleges which met in Atlanta in 1895 to form the Southern Association of Colleges and Schools, and is fully accredited by its regional body today. 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 Academic Program
The academic program is the primary means by which Wofford College seeks to realize its purpose. Study in a liberal arts curriculum is thought to be the most effective experience for developing persons’ ability and motivation for lives of service and fulfillment. Liberal arts education emphasizes general knowledge and intellectual skills. It acquaints the student with the best of our cultural heritage and develops the abilities to think, to learn, to communicate, to judge, to adapt, and to solve problems. In a Christian community liberal education also promotes character, appreciation of values, and mature ethical choices. Such general knowledge, abilities, and appreciations are practical for careers of leadership and service and meaning.

The College recognizes that its stated purpose requires its students (1) to acquire knowledge of themselves, the environment, and social institutions and relationships; (2) to become competent learners; and (3) to discover a 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 Curriculum
Courses of study at Wofford express the College purpose and philosophy. The curriculum combines the traditional and the experimental. It exposes students to a broad range of knowledge and provides opportunity to achieve expertise in one or two fields.

General Requirements
All students are required to complete a core of general requirements to insure a broad exposure to our intellectual heritage. These studies are in English, fine arts, foreign languages, science, history, philosophy, religion, and physical education.

Fields of Concentration
The curriculum also provides that students, after completing the core of general requirements, major in one of several fields: accounting, biology, business economics, chemistry, economics, English language and literature, finance, foreign languages, government, history, humanities, intercultural studies, mathematics, philosophy, physics, psychology, religion, and sociology. Course work is available also in six fields in which majors are not offered: computer science, education, geology, military science, fine arts, and physical education. The program in computer science prepares students to use computers in research or management or to do graduate study in the field. Furthermore, Wofford students may be permitted to undertake (on a space-available basis) 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.

Interim
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 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 keywords of the Interim. The Interim permits and encourages teachers and students to explore the new and untied, and in 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 over-all picture of their academic performance.

Pre-Professional Preparation

Many students attend Wofford in order to prepare themselves for professional and other careers. The curriculum provides sound background for the world of work or for study in graduate or professional schools. Pre-professional advisors at Wofford assist students in planning a program of study appropriate to their interest. Pre-professional programs provided by the Wofford curriculum are: law, medicine, dentistry, veterinary science, engineering, and ministry. The program in education leads to secondary certification in biology, chemistry, English, French, Spanish, mathematics, physics, and social studies.

While selected combinations of courses may be recommended for specific objectives, any of the traditional disciplines is sound basic preparation for the world of work. For this reason, pre-professional students are expected to complete a major as part of their study.

Advanced Placement

Wofford grants advanced placement to students who have successfully participated in the Advanced Placement Program of the College Entrance Examination Board. This is a program of college-level courses and exams for secondary school students. Wofford awards credit and exemption to students whose AP examination grades are acceptable (see section on admissions). Study in AP courses increases students' chances of success in college. Wofford encourages enrollment of students with AP credits.

Cooperative Education

The Cooperative Education Program (Co-Op) is an educational opportunity combining study toward the Wofford degree with management training in business or industry. In most instances the program calls for students to alternate periods of full-time work and study, usually two semesters at work with one to three semesters of school in between. No academic credit is awarded for the period of training, but the combination of academic and management training provides exceptional preparation for careers.

Army Reserve Officer Training Corps

Completion of the ROTC program at Wofford College earns men and women commissions as second lieutenants in the Regular Army or the United States Army Reserve. The program prepares students for all branches of the Army, except for those requiring additional study on the graduate level (medical corps, for example). Delays may be granted to students who wish to attend graduate or professional school.

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 1982-83, 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 is normally taken during the freshman and sophomore years. It involves no obligation for military service. The four courses in the Basic Program are intended to introduce the student to military customs and organization, familiarize the student with selected weapons, and develop leadership. These courses combine for a total of six credit hours, all of which may be applied toward graduation.

The Advanced Program is offered for students selected on the basis of leadership potential who meet the academic and physical standards and who have successfully completed the six credit hours in the Basic Program. (Ninety contact hours in ROTC-sponsored extracurricular activities, two years of active duty with an honorable discharge, or three years of JROTC will substitute for the Basic Program.) The Advanced Program, normally taken during the junior and senior years, offers a maximum of twelve credit hours. The four courses include instruction in leadership, tactics, military law, administration, and exercise of command. Advanced Program cadets receive a tax-free allowance for ten months of the academic year, and are also paid during the six-week summer camp they are required to attend between the junior and senior year.

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 Reserve for a total of eight years, during which time he or she attends monthly paid drill periods.

In addition to the Basic and Advanced Programs of classroom instruction, the Military Science Department at Wofford sponsors numerous extracurricular activities which are designed to complement skills 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, orienteering, 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 theatre. Similarly, Converse students may enroll in Wofford major programs not offered at Converse.

In addition, Wofford has joint programs with Columbia University and Georgia Institute of Technology in two-degree five-year curricula in liberal arts and engineering, 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 are highly recommended as part of the Wofford education. Qualified students are encouraged to consider opportunities for travel and study in other countries. 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 for Foreign Study

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 Cádiz).

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 Foreign Study 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 chairmen in whose disciplines the courses fall, 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.

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.

In each term, summer courses normally meet five times weekly, Monday through Friday, in daily class sessions of one hour and forty 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 specialized training in content or subject matter.
The Deans and the Registrar exercise general supervision over the student services program. Services are available through the admissions office, the financial aid office, the residence halls, counseling and advising programs, health facilities, the office of the campus minister, the center for career counseling and cooperative education, and the placement center. All of these are intended to meet the needs and develop the capacities of students.

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. 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 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. The Director of Career Counseling also coordinates the Cooperative Education Program, an arrangement for study which permits completion of degree requirements and of a management training program at the same time. This opportunity is described more fully elsewhere in this Catalogue.

The Office of the College Counselor and Campus Minister

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

Testing

Wofford College provides testing services to assist all students in realizing their potential. Vocational, aptitude, ability and personality tests assist students in assessing their capacities and direction in life in order that they may take wise advantage of their academic and career opportunities.

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

Toward 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.
illegal drugs, the campus judicial system, the rights of due process, and policies regarding academic discipline and class attendance. The Handbook 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

A motor vehicle operated on campus must be registered with the Public Safety 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 be 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 and 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 live in the residence halls.

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) to obtain a room assignment for the next year. This deposit is refunded if the Director of Housing is notified in writing prior to June 1 that the student does not plan to return to the dormitory to live.

Student Activities

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

Organizations

Student Activities

Wofford maintains a program of student activities which complement and support the academic 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.

Academic, Service, and Honorary Organizations

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.

Adventurers Club: To promote appreciation for ecology and to develop outdoor skills including backpacking, camping, canoeing, and whitewater kayaking.

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

American Chemical Society, Student Affiliates: To promote and extend the understanding and study of chemistry through fellowship with those who are concerned with this field.
Association of Afro-American Students: To provide a favorable political, social, and cultural environment for students; to help black students 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.

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

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

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 through them other youth with the challenge and adventure of accepting Jesus Christ as Lord and Savior.

Forensics League: To encourage awareness of public issues and an interest in public speaking events available to Wofford students.

Norman C. Armitage Societe d'Escrime: To devote itself to the preservation of the fencing arts and the development of individual fencing skill.

Pep Club: To promote spirit and enthusiasm at athletic events following the leadership of the cheerleaders.

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

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

Pi Gamma Mu: 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 in legal careers and disseminate information concerning all aspects of the legal profession.

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 effective officers; to promote fellowship among the cadet officers; and to sponsor such activities as the Annual ROTC Turkey Shoot, the Annual Dining-In, the Spring Military Ball, and other 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 advance and share knowledge of the science of physics and to encourage 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.
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 fellowship and in cooperative effort with the College community toward the fulfillment of the purposes of the College.

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.

Musical Organizations

Glee Club: To give qualified students the opportunity to develop and use vocal 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.

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

Wofford Singers: A show choir composed of selected students who perform regularly for College and civic functions.

Social Fraternities

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

The social fraternities for men at Wofford are:

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

The Wofford College Panhellenic Council is composed of representatives from all eligible women's fraternities and sororities 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

Represented at Wofford are three sororities affiliated with the National Panhellenic Conference. These are not Wofford College organizations, but there are chapters in the local area which accept members from all area colleges:

- Delta Sigma Theta
- Zeta Phi Beta

Athletics

Intramural Sports: This program provides for the organization and participation of intramural teams in various sports, including softball, touch football, basketball, rugby, tennis, and volleyball. 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 its editors-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. It publishes stories, poetry, essays, drawings and photographs. The method of treatment is literary in character. It is published once or twice 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**

The following awards are among those given through the College in recognition of excellence in various achievements and qualities:

**Departmental Awards:** Given by the academic departments to outstanding seniors for academic excellence.

**The W. Norman Cochran Citation:** Given for excellence in the field of publications.

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

**Helmus 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:** Bestowed upon a select group of seniors in recognition of excellence in scholarship, leadership, campus citizenship, service to the College, and promise of usefulness to business and society.

**The Algernon Sydney Sullivan Award:** Awarded annually by the College through the benefaction of the Southern Society of New York to two men, one a member of the Senior class, the other a non-student, in recognition of nobleness and humanitarian qualities of character.

The Mary Mildred Sullivan Award: Awarded annually to two women, one a senior student, one a non-student, in recognition of humanitarian character and in memory of Mary Mildred Sullivan, a woman of rare gifts, overflowing love, and 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, and 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, who was a merchant and farmer of Lynchburg, South Carolina, known for his service to 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 1900.

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 a churchman, public-spirited citizen, and practitioner of the American business system has brought honor to his alma mater.

The President's Award: Given in those years in which a senior has made unusual contributions to the College.
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 for their learning and who will contribute to the campus community. Wofford seeks students from diverse racial, cultural, economic, and geographic backgrounds.

Dates Of Entrance

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

Application Procedures

Students should write to the Director of Admissions for information on application procedures. Wofford’s application packet, included in the Viewbook contains all the necessary forms and instructions.

1. All persons seeking admission must complete the Application for Admission which is to be submitted to the Admissions Office with a $20 non-refundable application fee.

2. Transcripts of previous academic work are important indicators of academic potential. Applicants for the freshman class must have transcripts of their high school records sent to Wofford directly from the high schools attended. Transfer applicants must submit high school transcripts, college transcripts, and Information on Transfer Student Form (obtained from the Admissions Office and completed by official of college attended).

3. The results of a student’s performance on standardized tests are helpful in assessing potential for success at Wofford. All freshman and transfer applicants are required to submit the results from their performance on 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. An evaluation from the guidance counselor is required for all freshman applicants. It should be sent to the College by the high school. In addition, it is helpful to have a letter of recommendation from a teacher or other respected adult who knows the applicant well. These may be sent to the Director of Admissions for freshmen and transfer applicants.

The Committee on Admissions acts on applications when they have been completed (as soon as application forms, fees, transcripts, test scores, and guidance counselors’ evaluations have been received), and applicants are notified of the Committee’s decision directly thereafter.

To help the College plan to reserve places in the class, accepted students who intend to enroll at Wofford are requested to notify the Director of Admission as soon as possible. A written acceptance of admission must be accompanied by a $100 deposit for resident students and a $50 deposit for commuting students. The College subscribes to the May First Candidate’s Reply Date for students entering in September. Students who are accepted after May 1 must submit their deposits within two weeks after notification of their acceptance. Reservation deposits, credited against comprehensive fees for the first semester, are not refundable after May 1.

All approved applicants will receive a Medical History and Physical Examination Form at the time of acceptance. This form must be completed by a physician and mailed to the Admissions Office before the student enrolls in the College.

Personal Interviews And Campus Visits

Although the admissions process does not require personal interviews, they are helpful. Applicants and other interested students are urged to visit the campus and talk with representatives of the College. Visitors can be served more effectively if arrangements 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) 585-4601, 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. Interested students and parents should contact the Director of Admissions for further information about these and other opportunities for visiting the campus.

Requirements For Admission

Students should prepare for the challenges of Wofford by taking a strong academic program in high school. Applicants should be in the senior year of high school, and normally must be high school graduates when they enroll at Wofford. While the College does not prescribe a rigid set of course requirements, it does recommend that applicants’ high school study include the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 years</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2 years</td>
</tr>
</tbody>
</table>
Because each applicant is judged on his or her merit as a potential Wofford student, applicants should not be discouraged if they have omitted one or more recommended courses. In reaching each of its decisions, the Committee on Admissions pays particular attention not only to the applicant’s high school or college program, but also to class rank, test scores, grades, extracurricular leadership, and recommendations from the guidance counselor and the Wofford admissions counselor.

In unusual circumstances the College will admit applicants who desire to enter college without having previously obtained a high school diploma. Such applications are carefully reviewed by the Committee on Admissions, and admission may be granted on evidence of superior ability and maturity. 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.

College Study Opportunities For High School Juniors And Seniors

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

For rising high school seniors, Wofford College offers the Summer Advancement Program. This is an opportunity for qualified students to attend Wofford, taking regular college courses, during the summer preceding their senior year. The experience acquaints them with college, and it can help them select high school courses for the senior year which will improve their background for future college-level work. Credits earned in the Summer Advancement Program 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 the other institutions. Eligibility for the Program is based upon high school academic performance and recommendations from guidance counselors and teachers, with additional consideration given 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. The Summer Advancement Program is offered within the same calendar, and for the same fees, as the Summer Session at Wofford.

In another way Wofford provides opportunity for high school students. Juniors and seniors are encouraged to take one or two courses each semester at Wofford. Credits earned in these courses are applied toward the degree at Wofford and may be transferred subject to the regulations of other institutions. Applicants for this program must be in college preparatory work in high school and must be recommended by their principal. Juniors must rank in the upper fifth of their class. Seniors must rank in the top fourth. 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 must pay the difference between the $50 per semester-hour fee and the regular charge per hour at the time they took the Wofford course(s). For those students who subsequently enroll at Wofford there will be no additional charge.

Transfer From Other Institutions Of Higher Learning

Candidates submitting evidence of studies successfully completed at other accredited institutions of higher learning may be considered for admission with advanced standing, provided they are eligible for readmission to the institution...
last attended and meet the regulations governing admission of students to Wofford College. Transfer applicants must have a 2.00 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. Transcripts must be accompanied by an Information on Transfer Student form (obtainable from the Wofford Admissions Office). The Committee on Admissions also requires high school transcripts, including standardized test scores, for these applicants.

The transcripts of prior college-level work will be evaluated by the Registrar at Wofford. 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 the acceptability of the course.

The maximum amount of credit acceptable upon 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. Wofford College does not accept for credit course work completed by correspondence, television, or extension. Transfer students should be reminded that the senior year of work (at least 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, through the Admissions Office, 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 should consult the Registrar.

In addition, credits may be awarded on the basis of DANTES and military experience and schools. Military personnel should contact the Registrar in order to ascertain Wofford's policy about awarding credit for these programs.

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 Subject Examinations are designed to measure achievement in particular courses. For both the general and subject tests, minimum scores are established annually. No credit is given on the basis of these tests after the student has matriculated at Wofford College.

Advanced Placement Program — (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.
Other Opportunities For Credit By Testing

Incoming first-year students are given the opportunity, during the summer before College entrance, to take standardized Achievement 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. This opportunity is no longer available after the student has matriculated. This is a pre-entrance program only, designed for entering freshmen who did not have the advantage of Advanced Placement courses in high school.

Educational Opportunities For Non-Traditional Applicants

Wofford College encourages individuals who are beyond the traditional high school age and/or background, including 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 educational possibilities to confer on campus with the Director of Admissions and the Registrar, if possible, and to submit their credentials for evaluation 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 commuting students. Comprehensive fees do not cover the entire cost of the College program. More than $1300 per student is provided each year from endowment and other investment earnings, and from annual gifts from United Methodist churches, alumni, parents, businesses, and other friends of the College. For the 1983-84 academic year, comprehensive fees were set at $7050 for resident students, and $4595 for day students.

The schedule for fee payment is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Payable prior to registration</th>
<th>Portion of Comprehensive Fee Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall semester</td>
<td>Spring semester</td>
</tr>
<tr>
<td>Resident student</td>
<td>$3,890</td>
<td>$3,160</td>
</tr>
<tr>
<td>Commuting students</td>
<td>$2,535</td>
<td>$2,060</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. The comprehensive fee for the first payment period also applies to students entering Wofford at the Interim and continuing through the second semester.

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* and subscriptions to other student publications, admissions to 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 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 reserve or reside in college housing, the balance of the deposit becomes refundable.

The comprehensive fee also does not include coverage for the costs 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 Wofford 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.

* The annual staff has the authority to make additional charges for personal photographs which appear in the yearbook.

Regulations Regarding Payments

1. All students must pay comprehensive fees before registering, and resident students must pay before being permitted to occupy College housing. Payment of fall semester fees by August 15 and spring semester fees by January 15 is recommended in order to avoid delays in registration or room assignments. Any scholarships or grants 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 the case of permanent withdrawal from or other separation from the College and on the following basis:

<table>
<thead>
<tr>
<th>When the Student Has Been Enrolled</th>
<th>Portion of Comprehensive Fee Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two weeks or less of the semester</td>
<td>80%</td>
</tr>
<tr>
<td>From two to four weeks of the semester</td>
<td>60%</td>
</tr>
<tr>
<td>From four to six weeks of the semester</td>
<td>40%</td>
</tr>
<tr>
<td>From six to eight weeks of the semester</td>
<td>20%</td>
</tr>
<tr>
<td>Over eight weeks of the semester</td>
<td>0</td>
</tr>
</tbody>
</table>

Room assignments are made on a semester basis. Therefore, there will be no refund of the portion of the comprehensive fee applicable to "room."

3. The Student Handbook explains policies related to fines, returned checks, and other miscellaneous charges to student accounts. Students who do not clear all debts to the College in accordance with stated policies 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. In all laboratory courses, students are required to pay the cost of replacement of apparatus and materials broken or damaged.

Reservation Deposits

Both resident and day students are required to pay deposits to reserve their places in the student body for the next year. The amount of the required deposit is $100 for resident students and $50 for commuting students. The deposit is credited to the student’s account and is therefore deducted from the comprehensive fee due at the time of payment for the fall semester.

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 pre-register 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 June 1 that the student does not plan to return for the fall semester.

Financial Assistance

Wofford College helps many students meet their educational expenses. Wofford's financial aid program is supported by federal and state funds, by gifts from friends, and by the College's own resources. The aid programs, policies, and procedures are described in detail in a financial aid brochure available from the Admissions Office or the Financial Aid Office.

Most assistance at Wofford is awarded on the basis of financial need. Significant amounts are awarded on the basis of scholarship, leadership, athletic ability, or career plans. Application for financial aid should be made through the Financial Aid Office, which will seek to arrange 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 they are eligible. Appropriately completed forms are distributed by the College Scholarship Service and 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 academic scholarships have been established. The criteria for the scholarships vary, but most require recipients to maintain a grade point average of 2.75 and have financial need not met by other scholarships or grants. Good citizenship is required to maintain any College scholarship.

During the semesters and interim, aid is available in the form of scholarships, employment, and loans. Aid is limited for summer school although loans and work are sometimes available. Pell Grants (formerly called EOG) 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. Earnings are usually 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.

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, may 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.

Rule On Satisfactory Progress

In order to receive aid from the federal programs — Pell Grants (BEOG), Supplemental Grants, College Work-Study, National Direct Student Loans, Guaranteed Student Loans — or from programs funded by Wofford College and controlled by the Financial Aid Office, a student must not owe a refund on federal grants received, must not be in default on a loan from a student loan fund, and must maintain satisfactory progress in his or her course of study. Any Wofford student whose grades fall below the level for exclusion is not considered to be making satisfactory progress. Academic exclusion is determined on the basis of the student's cumulative grade-average, as explained elsewhere in this Catalogue.

Upon re-entering the College after exclusion, the student may re-establish satisfactory progress by earning grades which are high enough to bring the cumulative grade-average above the exclusion level or by earning a 2.0 grade-point ratio on at least 12 hours. The student will not be given federal or College funds controlled by the Financial Aid Office until that has been done. For this purpose, the student will be evaluated at the midpoint of the regular semester in which he or she re-enters the College, and if satisfactory progress has been re-established, payment of aid for which the student had otherwise been eligible will be made retroactively for the whole semester (provided funds are available at that time). If satisfactory progress is re-established in a summer term the student is not eligible for aid until the beginning of the next term or the next semester. Awards will then be made if funds are available at the time eligibility is re-established.

Further, awards to students of federal funds and Wofford funds controlled by the Financial Aid Office will be limited to ten semesters of enrollment (two summer terms count as one semester). Eligibility for less than full-time students will be prorated on the basis of the student's enrollment status (half-time, three-quarter time, etc.). For loan programs there are maximum amounts which can be borrowed while pursuing an undergraduate degree. Certain College funds (academic scholarships, tuition remission benefits, ministerial grants, and grants to sons and daughters of Methodist ministers) are limited to eight semesters.

Exceptions to exclusion granted through the appeal process to the Registrar will not reinstate financial aid until the student has re-established satisfactory progress as outlined above. If a student feels that there are extenuating circumstances and wishes to appeal the withdrawal of aid, he or she must file a request in writing to the Director of Financial Aid within ten (10) days of being
notified by the Director that he or she is no longer eligible for financial aid. The appeal will be reviewed by the Financial Aid Committee, and the student will be notified of the Committee's decision. The Financial Aid Committee is composed of the Director of Admissions, the Director of Financial Aid, the Dean of the College, and one faculty member.

Grants and Scholarships

The Scholars Programs — A number of major four-year scholarships ranging in value from $1,000 to more than $7,000 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 applicant's last year in high school. Candidates may be nominated by participating high schools and by chapters of the Wofford College National Alumni Association. The selection committee will evaluate the qualifications of those nominated, 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 program should inquire with their guidance counselors or with the Wofford Admissions Office.

Several major scholarships in the Wofford Scholars program are available to Wofford seniors for one year and to juniors for two years. Selection of the recipients is based on exceptional scholarship and leadership.

The Scholars programs are listed below and are described individually later in this section:

- Cleveland Scholars
- Crenshaw Scholars
- Daniel Scholars
- Daniel Finalists
- Dean's Scholars
- Gosnell Scholars
- Hipp Scholars
- Leonard Scholars
- Loftin Scholars
- McAllister Scholars
- McAllister Finalists
- McCalla Scholars
- Spartan Mills Scholars
- Springs Scholars
- Wickware Scholars
- Anna Todd Wofford Scholars
- Benjamin Wofford Scholars

Wofford College Merit Scholarships — In cooperation with the National Merit Scholarship Corporation, Wofford College awards scholarships each year to National Merit Finalists who have designated Wofford as their first choice. Scholarships range from $500 to $2,000 per year depending upon need.

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>Denomination</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident student</td>
<td>$500</td>
</tr>
<tr>
<td>Day student</td>
<td>$300</td>
</tr>
</tbody>
</table>

(For ministerial students entering in 1983 or 1984 the College will experiment by awarding $1,000 per year to each qualifying commuting or resident student.)

Children of United Methodist ministers:

<table>
<thead>
<tr>
<th>Denomination</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident student</td>
<td>$500</td>
</tr>
<tr>
<td>Day student</td>
<td>$300</td>
</tr>
</tbody>
</table>

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 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 paying as much as tuition and fees.

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 a United Methodist Conference or being
commissioned under the General Board of Missions of the United Methodist Church or being ordained in churches of other denominations.

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 the participating colleges and universities may receive a waiver of tuition to attend Wofford. Because a large number of students have chosen to attend Wofford under this program, the Exchange has temporarily restricted the College from accepting additional students under this benefit.

Army ROTC Scholarships — The United States Army offers financial assistance to qualified students in the form of four-year, three-year, and two-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 allowance 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 student 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 general motivation. The number of ROTC scholarships available at Wofford has steadily increased.

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. 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.

South Carolina Tuition Grants — The Higher Education Tuition Grants Program is funded by the South Carolina General Assembly to assist South Carolina residents who are enrolled in independent colleges in the state. The awards 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. Tuition grants are made for one year but may be renewed for four academic years. Grants up to $2,320 may be made, but none may exceed tuition and fees at the college in which the student is enrolled. No grant can exceed the financial need of the applicant.

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

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

Private and Regional Grants —

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

Spartanburg County Foundation Scholarships — Each year the foundation awards six four-year scholarships to graduates of high schools in Spartanburg County. For students attending Wofford, the award pays $1,500 per year. Information can be obtained from the Spartanburg County Foundation.

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 Sirrine Scholarship Program, P.O. Box 2848, 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 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 more limited number of jobs are available without regard to financial need.
Student Loans

Several loan programs are available to meet educational expenses and are administered on the basis of financial need through the Financial Aid Office. Inquiries should be made to the Director of Financial Aid.

National Direct Student Loans (NDSL)—This program provides loans to students who are enrolled at least half-time. Repayment of principal and 5 percent interest begins six months after the student leaves college.

Guaranteed Student Loans—This program allows middle-income students to borrow from a participating bank, state agency, or other financial institution. Repayment of principal and 9 percent interest begins six months after the student leaves college.

United Methodist Student Loans—Members of the United Methodist Church may borrow $700 per academic year.

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

Parents Loan for Undergraduate Students (PLUS)—This federal program permits parents to borrow up to $3,000 per year for each student. There are attractive provisions for repayment with periods extending up to ten years. Repayment begins sixty days after disbursement. The current interest charge is 12 percent.

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—This fund was established for upperclassmen who are in need of financial help.

Wofford College Loan Funds—Donors have sometimes given the College amounts to be used for student loans. These gifts have been used to provide the required matching funds for the National Direct Student Loan program.

Endowed Scholarships

Listed below are endowed funds at Wofford College from which annual scholarships are awarded. Each has its own standards. Each of these scholarships is part of the College's permanent endowment, and awards are made from annual interest earned by the endowment. Some endowed scholarships were established before Wofford had an official policy for accepting endowed gifts, so the amount awarded varies in each case. Today, the minimum endowment required before the College will award a scholarship's earnings is $10,000. A full scholarship (comprehensive fees for one student for one year) requires an endowment of $100,000. Those scholarships which have reached the $10,000 endowment level are described in the following list.

The George Cotton Smith Adams Endowed Scholarship was established shortly after Dr. Adams' death in 1981 by his widow, Mrs. Adeline Holaday Adams of Spartanburg, and their sons, Charles Edward Adams and George Holaday Adams. The family's gift of property, and contributions which were received in memory of Dr. Adams, Chairman of the Department of Foreign Languages at Wofford from 1959 until his retirement in 1976, established this scholarship for an outstanding student of foreign languages. It is renewable, contingent upon outstanding academic performance by the recipient.

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 E. Talmage Bowen Endowed Scholarship was established in 1981 with an unrestricted bequest from Mr. Bowen's estate. Mr. Bowen was a member of Wofford's Class of 1917. This scholarship is awarded annually to a student on the basis of need, character, and academic merit.

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 income provides one or more scholarships for worthy students.

The John B. Cleveland Endowed Scholarship was established in 1976 by Mrs. Agnes Sandifer Stackhouse in memory of her grandfather, John B. Holaday Sr., and Mrs. James A. Chiles. The Cauthens were endowed funds at Wofford College in memory of their children. The Cauthens were endowed funds at Wofford College in memory of Marie D. Chiles. The income provides one or more scholarships for worthy students.

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

The Alexander Copeland Memorial Endowed Scholarship was established by Mrs. Kathleen Copeland in memory of her husband Alexander Copeland, Class of 1906. This award is given to students with character, integrity, and need who show awareness that with receipt of this scholarship comes a sense of obligation to strive to eventually return the aid received, making it possible for others to enjoy similar benefits.

The W. J. Bryan Crenshaw Endowed Scholarship was established in 1982 by members of Buncombe Street United Methodist Church and other friends of Dr. Crenshaw. The scholarship honors the Reverend Bryan Crenshaw for his service to the South Carolina United Methodist Conference and to Wofford College, his alma mater, where he gave leadership to the Board of Trustees as a member (1970-1982) and Chairman (1979-1982). Award of this scholarship is based upon academic excellence, Christian leadership, and promise of contribution to society.

The James Wilburn Cunningham Scholarship was established in April 1970 by the will of James Wilburn Cunningham, a member of Wofford's Class of 1911. It was awarded annually on the basis of need, character, and academic merit.

Charles E. Daniel Scholarships are awarded annually to two entering freshmen. As Daniel Scholars, they receive the full cost of tuition, fees, room, and board for a period of four years.

The late Mr. Charles E. Daniel, industrialist and statesman, 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 achievement, moral courage, and interest in mankind in those persons nominated to become Charles E. Daniel Scholars.

The Dilla H. Darby Endowed Scholarship was established in 1979 by Colonel Jamie 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 appointed by the donors.

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

The Ralph A. Durham Scholarship Fund was established in 1975 by friends of Mr. Durham in appreciation of his outstanding service to South Carolina public secondary education and to Wofford College, his alma mater, where he gave outstanding leadership for a number of years as a member and as Chairman of the Board of Trustees. In addition to the initial funds, the scholarship was permanently endowed through a planned 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 Fred W. Felkel Endowed Scholarship was established in 1982 from the bequest of Fred W. Felkel, a Wofford graduate in the Class of 1908, as designated by his children and his widow of Anderson, South Carolina. The scholarship funds are for deserving students.

The George Waddell Fooshe Endowed Scholarship was established by June Van Keuren Fooshe in 1979 in memory of George Waddell Fooshe, Class of 1895.

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

The Melvin I. Gibbs Endowed Scholarship was established in 1983 by Mr. Jimmy Gibbs of Spartanburg in memory of his father, Melvin I. "Razor" Gibbs, a member of Wofford's Class of 1943. "Razor" Gibbs earned 16 letters as a star athlete at Wofford, and his son chose a scholarship fund to be awarded annually to an outstanding football recruit as the most appropriate way to perpetuate his memory.

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 Fred A. Gosnell, Sr. and Family Endowed Scholarships are provided 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 $1,000 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.

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

The Alex Foster 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; and an understanding 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.

The Neville Holcombe Endowed Scholarship was established in September, 1982, by friends and family of Mr. Holcombe, a distinguished Spartanburg attorney, former mayor of the city, and Wofford graduate of the Class of 1926, in honor of his 80th birthday. The scholarship is to be awarded annually to a deserving pre-law student who demonstrates academic promise, and whose record evidences potential for excellence in the field of law.
The Holler-Hobbs Scholarship was established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr.; her father, the Reverend A. E. Holler; his brothers, Emory A., Eugene M., and the Reverend John D. Holler; also in honor of her brothers and nephews who attended Wofford College. The scholarship is awarded annually to a deserving and needy student.

The George J. Holliday, III, Memorial Scholarship was established in 1969 by Mr. and Mrs. John J. Holliday as a memorial to their son, George J. Holliday III, of the Class of 1968, and a member of the Wofford College golf team. The award is made to deserving young men of good academic standing who share the keen interest of George Holliday in golf.

The Furman Jenkins Knight and Richard Warren Knight Memorial Endowed 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 Paul and Katherine Knox Endowed Scholarship was established in 1963 by friends of this 1922 graduate of Wofford College and his wife, a graduate of Randolph Macon Woman’s College, in recognition of their dedicated service to education. Proceeds from the endowment funds are awarded to students on the basis of need, outstanding character, academic achievement, potential leadership and promise of future usefulness to society.

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

The R. J. Little Family Endowed Scholarship was established in 1980 and became endowed in 1982 with an additional gift from Mr. J. M. Little of Spartanburg. Mr. Little chose an endowed scholarship as the most meaningful way to memorialize his father, Robert Judson Little, his mother, Eddie Greer Little, and his sister, Nan Ethelyn.

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.

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 and need.

The MacLaura Endowed Scholarship was established by Mrs. S. M. (Laura Sella Way) Canaday of Charleston, South Carolina, and became active at the time of her death in 1983. Character, academic promise, and financial need are considered in awarding this scholarship.

The W. Hastings McAllister Memorial Endowed 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 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.

The Larry H. McCalla Endowed 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.

The W. J. McLeod, Jr. Endowed Scholarship Fund was established by W. J. McLeod, Jr. in 1980. Mr. McLeod is a distinguished attorney in Walterboro, South Carolina, and a member of the Wofford Class of 1926. The scholarship is awarded annually to one or more students on the basis of need, character, and academic merit.

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

Samuel R. Moyer Endowed Music Scholarship was established in 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. The recipient (when so qualified) is designated by the Moyer Scholarship Societe of the Wofford Glee Club.

The C. C. Norton Endowed Scholarship was established by his wife, Mabel Norton, in 1983, to honor the memory of Dr. C. C. Norton, long-time Professor of Sociology (1925-1966) and Dean of Wofford College (1940-1951). The scholarship is awarded annually to one or more rising juniors majoring in sociology. Selection of recipients is based on financial need and academic promise as determined by the Chairman of the sociology department.

The Reader’s Digest Foundation Endowed Scholarship was established in 1969 by the Reader’s Digest Foundation of Pleasantville, New York. The Foundation placed no restriction on the use of these scholarship funds, other than to say the funds should be used to provide assistance for one or more worthy students each year.

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 1956.

The Annie Naomi McCartha Shirley Scholarship was established by Mrs. Annie N. M. Shirley of Columbia, S. C., the income to be used in aiding needy ministerial students of the United Methodist Church.

The Carter Berkeley Simpson Memorial Scholarship is awarded to a graduate of Spartanburg High School on the basis of character, academic ability, and financial need. It was established in 1969 by Mr. John W. Simpson as a memorial to his brother, Carter B. Simpson, who graduated from Spartanburg High School in 1932, attended Wofford College for two semesters, entered the Marine Corps, and graduated from the Naval Academy in 1939. He died as a prisoner of war after fighting with the American Forces on Bataan and Corregidor.

The Z. A. Smith Scholarship was established by Mrs. Z. A. Smith of Greenville, S. C., to assist worthy students.

The South Carolina National Bank Endowed Scholarship is awarded annually to a student or students at Wofford College who have demonstrated good character, academic excellence and financial need. Preference in the awarding of these scholarships will be given to the sons and daughters of South Carolina National Bank employees. When the Wofford College Scholarship Committee is unable to find an appropriate recipient from among the children of South Carolina National Bank employees, the scholarship may be awarded to another worthy student.

The Springs Scholarships were 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 Charles William Stein and Hortense Stein Endowed Scholarship Fund was established in 1983 with a large bequest from their daughter, Miss Mary Stein of Atlanta, Georgia. The scholarship is to be used to help provide an education to a worthy male student or students who might otherwise not have the necessary funds to procure such an education.
The Stokes Memorial Scholarship was established in 1965 in memory of their parents, the Reverend Henry Stokes, Class of 1893, and Mrs. Florea Heath Stokes, and their brother, R. Wilson Stokes, Class of 1930, by Miss Min Bolling Stokes, and by Allen Heath Stokes and Thomas Henry Stokes, both of the Class of 1924.

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

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 1960, 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 John Wiley and Rowenas 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 Allen Owens Wood Memorial Endowed Scholarship was established in 1983 by Mrs. Jeannette Brien Wood in memory of her husband, Allen Owens Wood, Class of 1940, who lost his life in defense of his country during World War II. The income from this endowment is to be awarded to an English major with demonstrated financial need. First preference should be given to a student interested in journalism.

Other Endowed Scholarship Funds

These funds, which have not reached the $10,000 level of endowed scholarships, are divided into two categories. One contains those from which annual awards are currently being made. These active funds were established prior to the policy requiring a minimum level before awards are made to students. The other category contains funds which are building in accord with that policy. Annual earnings and new gifts are added to the fund until it reaches the level for an endowed scholarship.

Active 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 Mrs. Betty G. Bedenbaugh Scholarship was established by Mrs. Betty G. Bedenbaugh in her will of August 22, 1963. 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 Carrad Scholarship was established by Mrs. Hattie Carroll and Mr. Edwin Carroll of Charleston, S. C. It is awarded annually to one or more students on the basis of need, scholastic achievement, and outstanding character.

The Class of 1916 Memorial Scholarship was established in June 1957 by Mr. J. Spencer Wolling, a member of the Class of 1916. It is awarded to a deserving student demonstrating outstanding character and academic merit.

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.

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. If there are no applicants from the company, Wofford College may use the proceeds in granting other scholarships.

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 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.
Company eligible for college entrance. If there are no applicants from the company, Wofford College may use the proceeds in granting other scholarships.

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 in any sport on a year-to-year basis.

The A. Mason DuPre Memorial Endowed Scholarship was established in 1979 by Mr. J. M. Oeland, a member of the Wofford Class of 1919. Mr. Oeland chose to memorialize Wofford's legendary Dean DuPre in this way because of the example Dean DuPre set for generations of Wofford students. This scholarship is awarded to a deserving student demonstrating outstanding character and academic merit.

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 Faculty Fund for Student Scholars was established by the Wofford College Faculty to attract able students and to receive donations in honor of special faculty members.

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

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

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

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

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

The Julien C. Hyer Endowed Memorial Scholarship Fund was established in 1975 by the will of Julien C. Hyer, with awards to be made annually on the basis of need, character, and academic merit.

The Isom Scholarship was established in the will of Mrs. Lees 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. Key. It is awarded annually on the basis of need, character, and academic merit.

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

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

The Claude M. Melton Scholarship was established in November 1975 by Mrs. Claude M. Melton in memory of her husband. The award is made annually on the basis of scholarship, character, and need to a student majoring in English.
Mills Mill Scholarship was established by Mills Mill of Woodruff, S.C., in December 1943 to provide an award for an employee or a son or daughter of an employee of Mills Mill. However, when there is no Mills application for a scholarship, it may be diverted to some other worthy student.

The Euphrasia Ann Murph Scholarship was established by her son Mr. D.S. Murph of St. Andrews, S.C., and Washington, D.C., the income to be used to assist students of scholarship, character, and promise.

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

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

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. It is awarded annually to deserving students on the basis of character, leadership, and financial need.

The Oscar F. Rearden Scholarship was established in the will of Oscar F. Rearden to provide financial assistance for the education of any young person 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 Myrtle Ezell Reynolds Endowed Scholarship Fund was established by her family and friends as a tribute to her commitment to education and her interest in the welfare of young people. The scholarship is awarded annually on the basis of character, scholastic achievement, and need.

The Arthur B. Rivers Endowed Scholarship was established in honor and memory of Dr. Arthur B. Rivers by his family and his friends. The scholarship is awarded annually to a deserving and needy student.

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

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. Students from Spartan Mills families must be given first consideration. Proceeds in granting other scholarships.

The James M. Swanson, Jr. Scholarship was established by Mr. and Mrs. James M. Swanson of South Boston, Va., in 1964 as a memorial to their son, a graduate of Wofford College. The scholarship is awarded on the basis of character, leadership, and scholastic achievement.

The William 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 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 scholarship is awarded annually to deserving students on the basis of character, leadership, and financial need.

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

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

The Wilbur D. White Memorial Scholarship was established by Mr. and Mrs. R.W. Bernwell of Warner Robins, Ga., in memory of Wilbur D. White, Class of
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 Mills application for the scholarship, it may be diverted to some other worthy student.

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 Charles Nesbitt Scholarship Fund was provided by friends of Charles Nesbitt for years a distinguished member of the Wofford faculty. The fund assists a student studying for the Christian ministry.

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

The William L. Ouzts Endowed Scholarship was established by the late William L. Ouzts of Spartanburg, S. C. The income is applied to an athlete-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 its 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. It is awarded annually to deserving students on the basis of character, leadership, and financial need.

The Oscar F. Rearden Scholarship was established in the will of Oscar F. Rearden to provide financial assistance for the education of any young person who is a member of 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 W. 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 Myrtle Ezell Reynolds Endowed Scholarship Fund was established by her family and friends as a tribute to her commitment to education and interest in the welfare of young people. The scholarship is awarded annually on the basis of character, scholastic achievement, and need.

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 scholarship is awarded annually to a deserving and needy student.

The Sims-Lyles-Dawkins-Martin Scholarship was established by Mr. and Mrs. T. R. Sims of Spartanburg, S. C. for orphaned students from Spartanburg, Union, and Fairfield counties.

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. Students from Spartan Mills 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 James M. Swanson, Jr. Scholarship was established by Mr. and Mrs. James M. Swanson of South Boston, Va., in 1964 as a memorial to their son, a graduate of Wofford College. The scholarship is awarded on the basis of character, leadership, and scholastic achievement.

The William R. Thomas, Jr. Memorial Scholarship was established in 1969 by Mr. and Mrs. William R. Thomas of Virginia Beach, Va., as a memorial to her son, William R. Thomas, Jr., of the Class of 1970. Character, financial need, and scholastic achievement are considered in awarding the scholarship.

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 scholarship is awarded annually to deserving students on the basis of character, leadership, and financial need.

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

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

The Wilbur D. White Memorial Scholarship was established by Mr. and Mrs. R. 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 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.

**Funds Which Are Building**

- The Allen O. Clark Memorial Endowed Scholarship Fund
- The Class of 1927 Endowed Scholarship Fund
- The Jennie Allen Capers Endowed Scholarship Fund
- The Virginia L. Chaplin Endowed Scholarship Fund
- The Francis E. Cronenberg Endowed Scholarship Fund
- The G. B. Dukes Endowed Scholarship Fund
- The Sidney M. Gosnell Endowed Scholarship Fund
- The Colonel and Mrs. Marcus S. Griffin Endowed Scholarship Fund
- The Dr. James G. Huggin Endowed Scholarship Fund
- The Doane E. James Endowed Scholarship Fund
- The Lettermen’s Club Endowed Scholarship Fund
- The Meadors Family Endowed Scholarship Fund
- The Elise B. and William H. Nicholson Endowed Scholarship Fund
- The Ralston Eugene Smith and Cora T. Y. Smith Endowed Scholarship Fund
- The Herbert Lee Spell and Sarah Cannon Spell Endowed Scholarship Fund
- The T. Reginald Thackston Endowed Scholarship Fund

**General Scholarships**

Scholarships listed in this category are awarded annually, and are not considered as part of the College’s permanently endowed funds. These general funds exist through contributions given to Wofford for the purpose of making ongoing annual scholarship awards.

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 Ruth B. Caudle Scholarship was established in her will for the education of ministerial students or those preparing themselves for service in the United Methodist Church, preferably those students attending Spartanburg Methodist College and Wofford College. The trustees of the Caudle Fund generally make an annual award to a Wofford student.

The Daniel Finalist Scholarships are provided by the Romill Foundation in support of the Charles E. Daniel Scholars Program in order to extend its impact. Awards are made 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.

Dean’s Award Scholarships, funded annually by Wofford College, are awarded on the basis of merit for one to four years to strong candidates in the Wofford Scholars competition. They were established to honor the recipients, who are among the most outstanding students enrolled at Wofford.

Epworth Home Scholarships of $500 per year are granted by Wofford College to graduates of the Epworth Home.

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 John Graham Stores’ 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 Daniel S. Lewis Athletic Scholarship Fund was established by the officers of the U.S. Shelter Corporation to memorialize Daniel Street Lewis, Class of 1962 and President of the Wofford National Alumni Association from 1973 through 1974, who passed away in November 1981. This annual award has been designated for a football player who embodies the ideals and accomplishments of Dan Lewis, who was also an exceptional campus citizen and athlete at Wofford from 1958 until 1962.
The McA/ister Finalist Scholarships are provided by the Romill Foundation in support of the McAlister Scholarship Program because of its high aims and the high quality of the scholars named thus far. The Romill contribution provides scholarships for two students each year who are finalists in the McAlister competition. The scholarships are equal to the cost of tuition and fees each year for four years.

The Neofytos Papadopoulos Scholarship, given by Dr. Constantinos N. Papadopoulos of Houston, Texas, provides $1,000 per year for a student from Greece, in memory of Dr. Papadopoulos' father.

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, supported by an annual gift of $1,000, is annually awarded to one or more Spartanburg County students. The scholarship is granted on the basis of need and scholastic promise.

The Algernon Sydney Sullivan and Mary Mildred Sullivan Revolving 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 United Methodist Scholarships are awarded annually by the Board of Education of the United Methodist Church to outstanding Methodist students.

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.

The Anna Todd Wofford Scholarships were established in 1973 to 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 nominated by
their high schools as possessing outstanding qualities of scholarship, leadership,
and character.

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.

Wofford College General Academic Scholarships are awarded annually
on the basis of financial need and grade average. Some awards in this category
are unnamed and are funded from the operating budget of the College. In other
cases, students eligible for scholarships in this category receive one of the
named scholarships described in this Catalogue.

Wofford College Merit Scholarships are awarded by the College as part of
the National Merit Scholarship Program. 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.

Other Endowment Support

Through the years, contributions from alumni and other friends have
enabled Wofford to build its permanent endowment. Examples of endowment
gifts include scholarship funds (such as those listed in the previous section of
the Catalogue), lecture series, professorships, endowed chairs, and unres-
stricted gifts to the endowment for operating support. The growth of Wofford's
endowment has provided additional operating funds for the College, thereby
giving financial stability to the academic program and alleviating considerable
institutional dependence on income derived from student tuition and fees.

Recent gifts to Wofford's endowment in excess of $50,000 include the
Benjamin N. Duke Endowment Fund; the Ford Foundation Endowment Fund;
the Kenan Charitable Trust Endowment Fund, which established the prestigious
William R. Kenan, Jr., Professorship; the Kirksey Endowment Fund; the
Larrabee Endowment Fund; the John A. McGraw Endowment Fund; the Albert
C. Outler Professorship in Religion; and the T. B. Stackhouse Chair of Econ-
omics and Business Administration.
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 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. Students not pre-registered do their courses after the dates indicated in the calendar as the last for those 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 than the normal maximum permissible load (see the following section) must be approved by the Registrar.

Registration procedures for the Interim are undertaken mid-way in the fall semester.

To be permitted to register for classes, students must clear all financial obligations with the College, including the fees for the semester for which they are registering. In the spring semester, students must make their reservation deposits for the following year before pre-registering for the upcoming fall term.

Course Load

The normal course load for a student in a semester is four full courses (those of three or four semester hours credit each). In addition, sophomores are required to take a one-hour course in physical education each semester. Also in addition, students may take one-hour courses in music, and freshmen and sophomores may take one-hour or two-hour courses in military science. The normal (and maximum) load in Interim is one four-hour project.

First-semester freshmen may take no more than the four full courses, plus the one-hour options. All but one of the full courses are prescribed as indicated in the following outline.

The Full-Year Course Sequence for Freshmen:

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

An student other than a first-semester freshman or a student on academic probation may take up to seventeen hours. (A student on probation must obtain permission from the Registrar to take more than the normal four courses.) 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 Dean of Students if they wish to live in the residence halls.

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 given only if the student officially withdraws from the course and is passing at the time of official withdrawal.

Grades of Pass, Pass with Honors, and Fail are given for work done during the Interim and in required Physical Education courses.

An I or Incomplete indicates that the student has not completed all the work required in the course and a grade determination 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 points for the grade received in the course, and the total number of quality points is divided by the total number of hours attempted to determine the grade-point average. Interim projects, courses graded by the Pass/Fail system, and courses for which students receive grades of WP are not included in calculations of grade-point averages. All courses (except those graded by the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

Examinations

Final examinations 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 for an individual student only in cases of illness, death in the family, or other extremely extenuating circumstance. In addition to approval by the Dean, an examination given for an individual 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.

Academic Honors

Graduation 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.

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 detailed proposal setting forth clearly the work to be done and the format in which the results of the honors course will be presented. Normally, only students having grades of B or better in all courses taken at Wofford during the preceding two semesters 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 so listed in a special section of the Catalogue. A student who receives a grade of “Pass” in an honors course in his or her major department, and achieves at least a 3.75 grade-point average in his or her major courses, 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 be permitted to attempt 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 completed 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.) Approval of the application and program of study must be obtained from the course instructor, the Department Chairman, and the Dean of the College.

3. Honors work shall consist of independent study, under tutorial guidance, exhibit 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.

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.) 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.

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

6. 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.

7. An individual faculty member may be unable to meet a student’s request for in-course honors, and the College is not obligated to provide this opportunity in every course. No first-semester faculty member shall give in-course honors; he or she should direct the interested student to the Department Chairman for other possible arrangements.

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 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 notify the instructor who teaches the course. The withdrawal or drop form must be initiated by the instructor involved, signed by the faculty advisor, and brought by the student to the Office of the Registrar.

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 student's permanent records, as will the grades (WP or WF) assigned by the instructor. The WP is never given, however, unless the student officially withdraws from the course and then only if the student is passing the course at the time of official withdrawal. The withdrawal form 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 appeal to be exempted from that requirement. The student must request before the end of the add period in the subsequent regular semester that the Dean of the College convene a committee to review the appeal. 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 30 semester hours; as a junior, 60 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 chairman of the Wofford departments in which the courses desired would normally be offered.

Cooperative Education (Co-Op)

Cooperative Education is a program that combines work with learning and 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 enrolls half-time and is employed half-time. In the alternating plan, the student alternates semesters of work and school.

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 campus housing. Their eligibility for financial aid remains in effect.

Withdrawal From The College

In the interest of the welfare of both the student and the institution, Wofford requires each student who withdraws from the College to have an exit interview with the Registrar. In extenuating circumstances, such interviews might be conducted by telephone.
Auditing Courses
A student who wishes to audit a course may do so upon 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.

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 the student misses class.

3. Any student who abuses attendance privileges or who is remiss in academic performance may be required to withdraw from the course under the following procedures:
   a. The instructor sends, through the Dean of the College, a class attendance warning to the student, requesting an interview.
   b. If the student fails to respond, if the interview is unsatisfactory, or if the student fails to show satisfactory improvement, the instructor shall send to the Dean of the College for approval a Required Class Withdrawal form for the student. Upon 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 must request 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>Cumulative Hours Attempted at Wofford</th>
<th>Cumulative GPA Probability Level</th>
<th>Cumulative GPA Exclusion Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 26</td>
<td>below 1.30</td>
<td>below 1.00</td>
</tr>
<tr>
<td>27 - 58</td>
<td>below 1.60</td>
<td>below 1.20</td>
</tr>
<tr>
<td>59 - 92</td>
<td>below 1.80</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 probationary status for the subsequent semester as a warning or are excluded (separated) 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 consultation with the Registrar, the student, and the student's faculty adviser, 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 exclusion, but students who have been excluded more than once may be required to wait for periods as long as two years before they are considered for readmission, whether or not they are permitted to attempt any Summer Session work and regardless of the outcome of any such work they do attempt. Applications for the readmission of excluded students should be directed, when timely, to the Registrar.

Although excluded students may gain readmission for the next semester based on successful work in the Summer Session, they lose their priority for

*Hours graded on Pass/Fail basis and courses in which student receives WP are not included.

...
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.

Response to Communications from Faculty and Staff

Students are expected to respond to all communications from a member of the faculty or staff of the College. All students are required to have a campus mail box where they may receive notices and requests from College personnel. Students are expected to check their mail regularly and to respond to faculty and staff during the next school day after they receive a request. Failure to comply may be grounds for academic or disciplinary sanction.
Degrees Offered

Wofford College offers the degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.).

Candidates who meet all requirements and successfully complete a major in accounting, English, finance, foreign language, government, history, humanities, intercultural studies, philosophy, religion, or sociology qualify for the B.A. degree.

Candidates who meet all requirements and successfully complete a major in biology, chemistry, physics, or psychology qualify for the B.S. degree.

Candidates who meet all requirements and successfully complete a major in economics, business economics, or mathematics qualify for the B.A. or the B.S. degree depending on how they meet the College’s natural science requirement (see below).

Requirements For Degrees

Students must meet certain requirements to be eligible to receive degrees. The requirements are designed to guide students into academic work desirable for their growth and basic to later study in various professions. It is the responsibility of each student to know and meet his or her requirements for the completion of the degree.

Achievement of the bachelor degree is based on a broad distribution of studies among representative fields of liberal learning and a concentration of studies in one 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 concentration provides opportunity for the student to achieve expertise in a particular field of scholarship.

Distribution of studies is provided for by requirements that students successfully complete courses in designated departments and programs. The concentration is provided for by the requirement that students complete a major in one academic discipline or program.

In all work done toward a degree a candidate’s grades must meet certain standards.

Degree requirements are outlined in this chapter. In addition to completing requirements outlined here, each student must be approved for the B.A. or B.S. degree by the faculty at a special meeting held prior to commencement. Those students who have met all requirements and been approved and who have met all financial obligations to the College are eligible for the degree.

Outline of Distribution Requirements for the B.A. or B.S. Degrees

<table>
<thead>
<tr>
<th>Requirement</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>6-12</td>
<td>6-12</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Humanities and Composition 101</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Additional hours in either history, philosophy, or religion</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>18-44</td>
<td>18-44</td>
</tr>
<tr>
<td>Major work</td>
<td>12-16</td>
<td>12-16</td>
</tr>
<tr>
<td>Intern Projects</td>
<td>18-54</td>
<td>18-54</td>
</tr>
<tr>
<td>Electives (normally)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>124</td>
</tr>
</tbody>
</table>

Specifics of Distribution Requirements

General Education Requirements

Students with superior preparation in any of the courses included in the General Education Requirements are encouraged (or may be required) to omit any of them on which, in the judgment of the department concerned, they demonstrate satisfactory proficiency. Students relieved of such required courses in this manner must still complete one hundred twenty-four hours in college.

Hours earned through the Advanced Placement Program, the College-Level Examination Program, or College-sponsored achievement testing, however, may be included in the one hundred twenty-four.

ENGLISH

This requirement is met by successfully completing English 102 and a 200-level English course.*

SIX SEMESTER HOURS

FINE ARTS

This requirement is met by successfully completing three semester hours in the following courses.*

Art 201, 202, 250, 301, 303, or 480
Music 100, 101, and/or 200
Music 201 or 202
Theatre 250, 350, or 351

THREE SEMESTER HOURS

FOREIGN LANGUAGES

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

French 101, 102
German 101, 102
Spanish 101, 102

Chinese 201-202
Greek 201-202

SIX SEMESTER HOURS

*IMPORTANT NOTE: Wofford offers a year-long Humanities Course (Humanities 201, 202), which carries twelve semester hours credit. Successful completion of the first year of Humanities 201, 202 will count one course toward the general requirements in each of the areas of English literature, fine arts, philosophy, and religion. It does not count toward the requirement in history.
The requirement, any 200-level or 300-level course may be taken for that purpose.

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

**PHYSICAL EDUCATION**

TWO SEMESTER HOURS

This requirement is met by successfully completing PE 101 and 102 in the sophomore year.

**Major Work Requirements**

At the close of the sophomore year, students normally select the academic area in which they will take their major work. At that point, the student completes the major work form, which is then approved by the Chairman of the student's major department and 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.

**Interim Requirements**

Each student is to participate in one four-hour interim project for each full-time year (or equivalent) of academic work at Wofford; more specifically, each student must participate in one project for every twenty-seven credit hours of course work awarded or accepted by Wofford for the student after he or she matriculates here (except that students who complete all requirements in three years must each participate only in one project for each of those years).

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 allowable can be regained only 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.

Students who participate in year-long or semester-long foreign study will generally find it impossible to take part in that year's Wofford Interim program as ordinarily required. But when that is the case, satisfactory completion of the approved foreign study program will stand in lieu of successful Interim participation for that year.

Elective Requirements

In addition to the General Education, Major, and Interim requirements, the student must pass sufficient elective courses to complete the 124 semester hours necessary for graduation.

Grade 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.* Interim projects, courses graded by the Pass/Fail system, and courses for which students receive grades of WP are not included in calculations of grade-point averages. All courses (except those graded by the Pass/Fail system) for which students receive the grade of WF are included in the calculations.

A candidate may also qualify by presenting a number of hours of C's equal to the overall graduation requirement (124 semester hours) minus the number of hours accumulated in meeting the requirements for Interim and Physical Education.

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 which could be applied toward the major or that he or she attains 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.

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 the chairman of the departments concerned.

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

*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 student received the grade of F or WF or WP are included in computing this average.
Wofford College offers pre-professional studies which prepare students for admission to professional schools. In the College's majors, students can prepare for graduate study and have the opportunity to enter professional schools. In order to enter professional schools, students must complete specific requirements. Therefore, it is wise for interested students to consult early and frequently with the appropriate 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. For 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 from Emory.

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-Professional Programs:

Pre-Medicine, Pre-Dentistry, Pre-Ministry, Pre-Veterinary Science, and Pre-Law

Wofford College has an excellent reputation for preparing persons for the graduate study required for entry into medicine, dentistry, veterinary medicine, the Christian ministry, and law. In each of the academic major programs students can prepare for graduate study in that major, and, generally, any of the College's majors provides useful and appropriate background for students who wish to enter professional schools. There are, however, certain specific course requirements which must be met for admission to most professional and graduate schools. It is very important therefore that interested students stay in close and frequent contact with the appropriate program advisor at Wofford.

Students interested in studies in the health-care fields especially should be aware of course requirements for admission to schools of medicine, nursing, dentistry, or veterinary medicine. They should obtain the necessary information before choosing a major or deciding upon elective course work.

While there are no specific course requirements which must be met for admission to law schools, Wofford College wants students who wish to prepare for the practice of law to choose electives which include English, American history, government, accounting, economics, ethics, and public speaking. Statistics, logic, and religion are also recommended. Pre-law students should major in one of the humanities or social sciences.

A student who, before graduating from Wofford, transfers to a professional school approved by the Dean of the College, may yet receive the degree of Bachelor of Arts or Bachelor of Science from Wofford by completing certain requirements in the professional school. Interested students 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, 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 the teacher certification agencies. The earlier in his or her college career a student registers interest in teaching with the department of education, the more readily can the planning be effected. The College can, within reason, assure students of opportunity for satisfactory fulfillment of certification requirements if they consult the Chairman of the education department not later than the first semester of the sophomore year, and follow the prescribed courses in the teacher education program.

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 those 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:

Sophomores

Education 200
Education 300 or Psychology 321
Education 333
Education 332
Education 310 (for English and social studies majors)

Juniors

Seniors

Education 410

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.
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 also to a number of courses offered at Converse College under the terms of a crossregistration agreement. The privileges of this arrangement are available to students who have a C average or better and who are otherwise in good standing, provided that there is space for their enrollment in the given courses. 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.

On the last line of individual 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

**Major Prerequisites:**

Math 130, 140, 160; Computer Science 110, 200; Economics 201, 202.

**Major Requirements:**

Accounting 211, 212, 351, 352; Finance 321; Economics 372; plus four (4) of the 400-level accounting courses as approved by the accounting Coordinator.

**211. Financial Accounting**

Preparation and utilization of accounting data for internal management purposes. Prerequisite: Accounting 211.

**212. Managerial Accounting**

Preparation and utilization of accounting data for external management purposes. Prerequisite: Accounting 211.

**251. Intermediate Accounting I**

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

**252. Intermediate Accounting II**

A continuation of Accounting 251: study of accounting theory relating to the capital structure of the business corporation, price level changes, fund statements, and related matters. Prerequisites: Accounting 211, 212.

**262. Cost Accounting**

Basic consideration of cost principles and procedures applicable to manufacturing operations with emphasis on planning, controlling, and decisionmaking. Prerequisites: Accounting 211, 212.

**461. Advanced Accounting**

Theory and techniques applicable to special entities such as partnerships, consolidated corporations, governments, and not-for-profit organizations. Prerequisites: Accounting 351, 352.

**462. Auditing**

Fundamental auditing principles and practices. Prerequisites: Accounting 351, 352. (3-0-3) **STAFF**
471. Tax Accounting
Theory and practice of federal income taxation for individuals and for corporations. Prerequisites: Accounting 211, 212; Computer Science 110 or 200.
(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. (Any two core courses may also count as half of the College's natural science requirement for the B.S. degree.)

Five other advanced courses chosen in consultation with the Department 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 departmental 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 semester so arrangements can be made for all major requirements to be satisfied by the end of that 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.

The department participates in teaching SCIENCE 101, 102, 103-INVESTIGATION IN SCIENCE. See page 146 for course description.

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

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

123. Introductory Animal Biology
Study of animal life with emphasis on form and functions.
(3-3-4) DOBBS

124. Plants and Ecosystem
Structure and function of the vascular-plant body; plants, animals, man, and the physical environment as an ecosystem.
(3-3-4) PATTON

201. Genetics
Study of the basic concepts of heredity and subsequent development of organisms.
(3-3-4) HUBBARD

202. Vertebrate Morphogenesis
Study of vertebrate anatomy and embryology.
(3-3-4) DOBBS

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

204. Invertebrate Zoology and Animal Parasitism
Study of selected invertebrates, with emphasis on symbiotic relationships and species parasitic in man.
(3-3-4) DOBBS

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

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

313. Life of the Green Plant
Growth, metabolism, and physical functions of seed-plants.
(3-3-4) PATTON

*Offered in summer school only; does not count toward a biology major, but does count toward fulfillment of the natural science requirement.
315. The Plant-Kingdom
Body-structure, life-cycles, and relationships in the major groups of plants.
(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.
(3-0-3) PATTON

481. Selected Topics in Biology
The topic for any semester may be one of special interest, special need, or special beyond the mainstream biology courses listed separately. Topics taught in recent semesters have included Immunology, Human Genetics, Human Embryology, Disease, Virology, and 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, DAVID M. WHISNANT

In order to allow flexibility in the major and to provide for differing professional goals, the chemistry department offers two different major programs. The Pre-Professional Chemistry Major is for students who plan to do graduate work leading to the M.S. or Ph.D. degree in chemistry or who plan to become industrial chemists. It is designed to conform to the criteria recommended by the American Chemical Society for undergraduate professional education in chemistry. The Liberal Arts Chemistry Major provides more flexibility in selecting courses within the major and in taking elective courses in other departments. It is designed to give a sound foundation in chemistry for pre-medical and pre-dental students or for students who are undecided between medical school and graduate school and who may want to take a number of biology courses. For the student who wishes to be certified for teaching, this major permits more time to meet other requirements for teacher certification.

Major Prerequisites for both Major Programs:
Chemistry 123-124; Physics 121, 122; Mathematics 181, 182; and Computer Science 110.

Major Requirements for both Major Programs:
Chemistry 201-202, 211, 212, and 311.
Departmental Reading Program in the junior year.
Comprehensive examination in the senior year.

Additional Requirements for the Pre-Professional Major:
Chemistry 301 or 302, and 312, 322, 410, and 420.
(Chemistry majors who plan to do graduate work in chemistry are strongly advised to take Mathematics 281 and 340 and to acquire a reading knowledge of German.)

Additional Requirements for the Liberal Arts Major:
Four of the following: Chemistry 301, 302, 312, 322, 410, 420.
(Pre-medical and pre-dental students will need to take a minimum of two semesters of biology to meet admission requirements of most professional schools.)

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 146 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 mechanisms. Prerequisites: Chemistry 123-124.
(3-3-4) each semester. CAVIN

211, 212. Introductory Analytical Chemistry
Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124.
(1-3-2) each course. CASTILLO

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 permission of the department.
(6-3-1) STAFF

280+. Selected Topics in Chemistry
Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemistry majors as well as chemistry majors. Specific topics will vary with student interest and will be announced one semester in advance.
(1 to 3-0 to 3-1 to 4) STAFF

301. Biochemistry
An introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. This course is specially designed to be of interest to students who are majoring in either chemistry or biology. A thorough treatment of the physico-chemical properties of informational macromolecules provides a sound basis for the study of biogenesis and metabolic organization. Prerequisites: Chem 202; Physics 122; Math 140, 160, or 181, 182. Recommended: Chem 211; Biol 221.
(2-3-4) MORROW

302. Advanced Biochemistry
An in-depth study of the more provocative topics introduced in Chem 301, e.g., transport, regulation, synthesis of man-made polymers, analytical methodology, physical biochemistry, chemotherapy, and biotechnology. Prerequisite: Chem 301 or permission of instructor. Recommended: Chem 211, 212; Biol 221, 222, 301, 303.
(3-3-4) 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. WHISNANT

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

410. Chemical Instrumentation
Instruments and methods in absorption and emission spectrometry, gas chromatography, mass spectrometry, radiotrace and electrometric measurements. Prerequisites: Chemistry 211, 212 and 311.
(2-6-4) CASTILLO

463. Structural Analysis of Organic Compounds
Integrated application of instrumental and classical techniques to research-oriented problems in structural organic chemistry. Application of IR, UV, NMR and mass spectroscopy to organic structure determinations. Some emphasis will be given to the structure and identification of polymers. Prerequisites: Chem 202, 211, 212.
(2-6-4) CAVIN

481-482. 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: Permission of the instructor and the Department Chairman.
(0-6-4) STAFF

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

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 above and the section on Honors Courses and In-Course Honors in this Catalogue, or consult the Department Chairman.

Computer Science

DANIEL W. OLDS, Coordinator
DONALD A. CASTILLO, JAMES E. PROCTOR, 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 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
120. Problem Solving and Computer Science
This course is a continuation of Computer Science 110 and assumes knowledge of the material covered in 110. 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 on statistics. Students will develop their programming skills, while considering some of the social, philosophical, and ethical issues that computer applications raise. Meets for the first one-third of the semester only. Prerequisite: None.
(3-0-1) STAFF

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

210. Programming Languages
An introduction to several commonly used programming languages. Language syntax and the features of these languages which make them appropriate for particular uses (e.g., text editing, scientific calculations, business records) will be studied. In the process, the basic concepts of the formal theory of language and computing will be developed. Prerequisite: Either Computer Science 100 or Computer Science 130.
(3-0-3) STAFF

220. Selected Topics in Computer Science
Group or individual study of selected topics in Computer Science at an intermediate level. Students must present proposals for projects before the date of pre-registration. Projects may be for credits of one, two, or three semester hours and may be repeated for cumulative credit of up to six hours. A formal paper must be included in any three-hour project and for the first cumulative credit beyond three hours for a student with no such paper on file. Prerequisite: At least three semester hours of Computer Science; other requirements may be imposed by the instructor of any particular project.
(0-0-1 to 3) STAFF

Economics
MATTHEW A. STEPHENSON, Department Chairman
MATTHEW A. HENDERSON, WILLIAM D. MCNALLY, DAVID L. TINSLEY, RICHARD M. WALLACE

Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving a B.A. degree or a B.S. degree (depending upon how they meet the College's natural science requirements).

The requirements listed below apply for students graduating in 1986 or thereafter. Students graduating prior to 1986 may choose to meet these requirements or the requirements for the Economics major described in the 1981-83 Wofford Catalogue.

Major Prerequisites for both Major Programs:
Mathematics 130, 140, 160, Computer Science 110.

Economics Major Requirements:
Economics 201, 202, 301, 302.
Fifteen additional semester hours of Economics.

Business Economics Major Requirements:
Economics 201, 202, 301, 302, Accounting 211, 212.
Two of the following courses: Economics 372, Finance 321, 331.
Two of the following courses: Economics 422, 432, 442, 451.

201. Principles of Economics
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. Prerequisites: Economics 201, Mathematics 160.
(3-0-3) STEPHENSON

302. Macroeconomic Theory
An intermediate-level course in the economic analysis of the determination of income and employment. Prerequisites: Economics 201, 202, Mathematics 160.
(3-0-3) TINSLEY

311. Economic History of the United States
A historical treatment of the economic development of America from colonial times to the present.
(3-0-3) STEPHENSON

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

401. International Economics
A study of the theory of international specialization and exchange, the making of international payments, and the relation of international transactions to national income. Prerequisites: Economics 201, 202.
(3-0-3) TINSLEY

412. Public Finance
(3-0-3) WALLACE

422. Money and Banking
A study of the relationship between money and the level of economic activity, commercial and central banking, credit control under the Federal Reserve System, and the theory and objectives of monetary policy. Prerequisites: Economics 201, 202.
(3-0-3) WALLACE

432. Managerial Economics
The application of microeconomic theory and quantitative methods to managerial decision-making. Prerequisites: Economics 301, Mathematics 140.
(3-0-3) WALLACE

442. Public Policy Toward Business
A study of government regulations of business and antitrust policy. Prerequisite: Economics 301 or permission of instructor.
(3-0-3) STEPHENSON

451. Labor Economics
A study of the nature of the market for labor services. Prerequisite: Economics 301 or permission of instructor.
(3-0-3) WALLACE

491. Comparative Economic Systems
A study of the economic systems of capitalism, socialism, and communism. Prerequisites: Economics 201, 202.
(3-0-3) TINSLEY

472. History of Economic Thought
A study of the evolution of economic analysis, including a brief survey of the economic ideas of Aristotle, the scholastics, mercantilists, and physiocrats and a more detailed study of the economic analysis of the classicists, Marxists, marginalists, and Keynesians. Prerequisite: Economics 301 or permission of instructor.
(3-0-3) WALLACE

490. Special Topics in Economics
Topics may vary from year to year
(3-0-3) STAFF

Education

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

There is no major in Education, but the education program offers courses required for students who wish to prepare for certification as teachers in secondary schools. The program requires: Education 200, 332, 333, 410, and either Education 300 or Psychology 321. For English and social studies majors, the program also requires Education 310. For further information, consult the Catalogue section on teacher education.

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 the sophomore year. Prerequisite to all other education courses.
(3-0-3) RHODES

300. Adolescent Psychology
A study of the problems facing young people approaching maturity. Normally not open to seniors.
(2-0-2) PRINCE

310. The Teaching of Reading
Theories, methods, and materials for teaching reading on the secondary level. Special attention to diagnosis of reading disabilities and to remedial techniques and programs. Tutorial component for practical experience. Required of English and social studies teaching majors. Strongly recommended for all teacher-education students.
(2-0-5) TRAKAS

322. Educational Measurement
A study of evaluation techniques used in the public schools.
(3-0-3) PRINCE

332. Educational Psychology
Psychological principles applied to classroom learning.
(3-0-3) PRINCE
Major Requirements:

418. DENNIS 344.

410. Student Teaching
Full-time observation, participation, and teaching in public schools for one semester under the supervision of public school personnel, the education faculty, and faculty from the student's teaching area. Weekly seminars. Usually taken in the spring semester of the senior year. Prerequisites: Education 200, Education 300 or Psychology 321, Education 332, and Education 333. (12 semester hours) STAFF

410. Advanced Theories and Techniques in Driver Education
Offered only in Summer Session and only for persons teaching or preparing to teach driver education in high schools. Prerequisites: Six semester hours in education and Education 419, or by permission of the instructor. Must have a valid state driver's license. (3-0-3) STAFF

434. 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
DENNIS M. DOOLEY, VIVIAN FISHER, EDMUND HENRY, VINCENT E. MILLER, LINDA POWERS, MELISSA M. RUDLETT, 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.

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

100. Reading for Meaning
Instruction and practice in the skills that are essential for understanding textbooks and other kinds of factual prose. 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

101. College Composition
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
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 and Composition 101 or English 101. (3-0-3) STAFF

200. Introduction to Literary Study
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

301. English Literature to 1800
A 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

302. English Literature Since 1800
A 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

303. English Medieval Literature
Readings in Old and Middle English literature, in translated or modernized versions, through the end of the fifteenth century, excluding Chaucer. (3-0-3) HENRY

304. Seventeenth Century English Literature to the Time of the Restoration
A study of important works of drama, lyric, and criticism from the period. Chief among the
authors studied will be Ben Jonson, Webster, Bacon, Donne, George Herbert, Vaughan, and Marvell.
(3-0-3) HENRY

305. 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

307. The Romantic Period
A consideration of the new creative spirit which shows itself in the poetry of Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as in the minor writers of the age.
(3-0-3) FISHER

308. The Victorian Period
A study of representative British literature of the Victorian era, with emphasis on the poetry of Tennyson, Browning, and Arnold.
(3-0-3) FISHER

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

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

313. Shakespeare (Early Plays)
A study of the principal plays of the first half of Shakespeare's career, including representative romantic comedies and histories.
(3-0-3) MARTIN

314. Shakespeare (Later Plays)
A 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
A study of most of Milton's poetry and selections from his prose.
(3-0-3) MARTIN

221. 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

332. Contemporary Drama
A reading and analysis of modern dramas from Ibsen to the present.
(3-0-3) MILLER

337. The Early English Novel
A study of representative British novels of the eighteenth century and Romantic period. 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
A study of major writers of the twentieth century in America and England.
(3-0-3) MILLER

344. 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 cultural heritage, so far as this can be done through a study of a few literary works in translation. The 343 course is not prerequisite to 344.
(3-0-3) each course MILLER
345. **Principles of Literary Criticism**

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

(3-0-3) MILLER

347. **Development of Modern English**

A study of the history of the English language, including the place of English in the Indo-European family of languages, the growth of English as a living language from the Old English period to the present, and the development of modern American English.

(3-0-3) MARTIN

348. **Modern English Grammar**

An introduction to current trends in the study of the English language, with emphasis on generative-transformational grammar. Some attention will be given to the teaching of linguistically oriented materials in secondary schools.

(3-0-3) TRAKAS

349-350. **Workshop in the Writing of Fiction and Poetry**

A year-long course in creative writing. 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.

(2-0-2) each semester TRAKAS

351. **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.

(3-0-3) POWERS

353. **Public Speaking**

An introduction. Students will be expected to prepare, deliver, and criticize various types of speeches. Does not count toward a major in English.

(3-0-3) POWERS

354. **Technical Writing**

A practical course in writing and analyzing material typical of business, industry, and the professions. Examples: reports, instructions, letters, memoranda. Does not count toward a major in English.

(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

---

**Finance**

**JAMES E. PROCTOR, Coordinator**

The major in Finance can be used successfully as a background for graduate study or for a wide range of careers. The major is designed to serve those students interested in banking or other financial institutions, corporate finance, or government service. It integrates a thorough knowledge of the finance function with an emphasis on quantitative analyses, many of which are performed on the computer.

**Major Prerequisites:**

Accounting 211, 212; Computer Science 110; Economics 201, 202; Mathematics 130, 140, 160.

**Major Requirements:**

Accounting 471; Computer Science 200 or 280 + ; Economics 372, 422; Finance 321-322, 411; one course from Finance 331, 450, 460, or Economics 412.

**321-322. Business Finance I and II**

A study of the fundamental concepts in financial management, to include present value and stock and bond valuation. Additional topics include financial analysis and forecasting, capital budgeting, and long-term financing decisions. The second course includes the study of multinational finance, mergers, bankruptcy and reorganization, leasing, and other long-term financing alternatives. Cases will be used extensively to review the concepts of both courses. Prerequisites: Accounting 211, Mathematics 140.

(3-0-3) each semester PROCTOR

**351. Management**

A study of the history of management thought including the classical school, the behavioral school, the management science school, and current emerging trends in management. The functions of management—planning, organizing, and controlling—will be studied in the context of each school of management.

(3-0-3) PROCTOR

**411. Investments**

A study of investment instruments such as stocks, bonds, options, and commodities, and of the markets which provide for trading in these instruments. Groups of investments will be evaluated under portfolio theory. INVESTRAK, a set of computer programs, will be used to analyze many investment alternatives. Prerequisite: Finance 321.

(3-0-3) PROCTOR

**450. Capital Budgeting**

A study of methods used to discriminate among investments in long-term assets, assuming that limited resources are available. Applications relying on present value analyses will be made for fixed assets, leases, and securities portfolios. Prerequisite: Finance 321.

(3-0-3) PROCTOR

**460. Financial Institutions**

A study of the development, functions, and regulation of thrift institutions, commercial banks, insurance companies, pension funds, stock markets, mortgage banking companies, and federal credit agencies. Prerequisites: Economics 201, 202.

(3-0-3) PROCTOR
Fine Arts

JAMES R. GROSS, Department Chairman
CONSTANCE D. ANTONSEN, VICTOR BILANCHONE, LINDA POWERS, 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 ANTONSEN

250. Two-Dimensional Design and Technique
   A course designed to introduce the student to the various media and designs 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) ANTONSEN

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) ANTONSEN

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

'M100. Men's Glee Club
   The study and performance of selected choral literature for men's voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, participation in musical theatre/ opera, and a spring tour. Prerequisite: Permission of the Director.
   (2-1-1) BILANCHONE

'M101. Mixed Ensemble
   The study and performance of selected choral literature for mixed voices from the Renaissance to the Contemporary Period. Additional activities include local concerts, annual Madrigal Dinner, and a spring tour. Prerequisite: Permission of the Director.
   (2-1-1) BILANCHONE

'M100. The Band
   The study and performance of selected band literature with emphasis on stage and band training. Additional activities include performance in pep band for sports events. Prerequisite: Permission of the Director.
   (2-1-1) WATSON

'M101. The Understanding of Music
   An introduction to the art of perceptive listening. A general survey of music from the Renaissance to the present time.
   (3-0-3) BILANCHONE

'M102. The Elements of Music
   An introduction to the development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation.
   (3-0-3) BILANCHONE

'M105. Music Laboratory
   Applied music in the form of vocal/instrumental instruction for students enrolled in the music ensembles. Prerequisite: Permission of instructor.
   (1-0-1) STAFF

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

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

A maximum of eight (8) credit hours can be earned in one or a combination of the applied music courses.
Theatre

250. Introduction to the Theatre
Script analysis, dramatic structure, production styles, introductory overview of acting, directing, and the technical elements of production—lighting, set design and construction, costume, make-up, theatre management. Participation in some phase of major play production (onstage or offstage) required.
(1-6-3) GROSS

251. Acting and Directing
A continuation of Theatre 250 with an emphasis on acting (vocal, body movement, improvisation), and directing. All students enrolled will participate actively in laboratory productions as actors and directors. Prerequisite: Theatre 250 or permission of the instructor.
(1-6-3) GROSS

350. History of the Theatre
A study of major periods of theatrical history, emphasizing the drama and the various forms of its production as mirrors of the societies out of which they grew. From the classical period through the neo-classical period.
(3-0-3) GROSS

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

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

451. Media Production Techniques
A practical course in producing videotape, slides, sound presentations, and overhead transparencies to be used as communications and educational tools. Students will define objectives, write scripts, make storyboards, plan shooting, and shoot, edit, 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. Prerequisite: Permission of instructor.
(2-3-3) STAFF

Foreign Languages

SUSAN C. GRISWOLD, Department Chairman
JOAQUIN F. DEVELASCO, KATHY JO KOBERSTEIN, THOMAS TSENG LING, WILLIAM W. MOUNT, JR., DENNIS M. WISEMAN

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

Departmental Courses

301. Foreign Language Drama Workshop
Participation in foreign language drama productions. Prerequisite: Permission of instructor.
(3-0-3) STAFF

401. 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 Department Chairman and the instructor responsible for directing the work.
(0-0-1 to 4) STAFF

Chinese

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

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

101, 102. 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 read critically. Conducted in French. Prerequisite: French 301 or 302 or permission 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 also be paid to the evolution of poetic structure and technique. Conducted in French. Prerequisite: French 301 or 302 or permission 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, with emphasis also on 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 permission of instructor.
(3-0-3) WISEMAN

German

101, 102. Beginning Active German
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 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

203. 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

306. German Literature of the Nineteenth Century
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 permission of instructor.
(3-0-3) each course STAFF

317. German Civilization
A study of significant aspects of the culture of the German-speaking peoples from their origins to the present. Conducted in German. Prerequisite: German 202 or permission of instructor.
(3-0-3) STAFF

312. Scientific German Readings
Reading of scientific texts of standard difficulty intended for science majors who plan to enter graduate school. Prerequisite: German 202 or permission of instructor.
(3-0-3) each course STAFF

Greek

106. Intensive Elementary Greek
An introduction to classical Greek grammar with exercises and selected readings.
(4-0-4) MOUNT

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

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

Spanish

101, 102. Beginning Active Spanish
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 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
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

305. 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 permission 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 permission of instructor.
(3-0-3) GRISWOLD

308. Modern Writers of the Hispanic World
An advanced language and introductory literature course emphasizing basic technique of discerning reading and articulate writing. Readings will include poetry, novels, and short stories by major Spanish and Spanish-American authors; short critical essays will provide practice in clear expository writing. Conducted in Spanish. Prerequisite: Spanish 301 or 302 or permission of instructor.
(3-0-3) GRISWOLD

411. Cervantes' Don Quixote De La Mancha
A careful reading of Don Quixote to enjoy and appreciate this major work of art and 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; for Spanish major credit, Spanish 308 or permission of instructor.
(3-0-3) GRISWOLD

440. El Arte De La Traduccion/The Craft of Translation
A practical approach to the problems and techniques of Spanish English and English-Spanish translation. A variety of texts in both languages will be used as an introduction to the translator's art and craft. These texts will be chosen specifically to emphasize important issues of advanced Spanish grammar and stylistics as well as points of contrast between the two languages which must be mastered by the accomplished translator. Such diverse problems as proverbs, jokes, and the idiocentric jargons of business, journalism, law, and politics will be sampled. Prerequisite: Spanish 301 or 302 or permission of instructor.
(3-0-3) GRISWOLD

450. General View of Spanish-American Literature
Rapid reading of representative works from many countries covering the first chronicles of Spanish America, the Colonial Period, the writers of Independence, the Romantic Period, the Modernist Period, and the contemporary currents in literature. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) each course DeVELASCO

460. Romanticism in Spanish-American Literature
Origins, development, themes, spirit, and styles of the literature of the period. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) DeVELASCO

481. Modernism in Spanish-American Literature
Study of the most representative poets of the period. Conducted in Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) DeVELASCO

Geology

CHARLES F. GOSSEY, Acting Department Chairman

A major in Geology is not available at Wofford, but the courses offered by the Department of Geology are designed to help students learn to understand and appreciate the Earth as they find it, by exposing them to the literature of geology in the language in which it is written—the minerals, rocks, structures, landforms, and processes of representative portions of our region and this Continent. Most of the laboratory work in the introductory courses is conducted in the field.

The department also participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 146 for course description.

111. Introduction to Geology
A study of the Earth as a planet, the rocks and minerals of which it is composed, and the processes that continually modify its surface.
(3-4-4) GOSSEY

112. Introduction to Geology
A study of the history of the Earth from its creation to modern times as this may be read from the record of the rocks and fossils. Prerequisite: Geology 111 or permission of instructor.
(3-4-4) GOSSEY
Government

LINTON R. DUNSON, JR., Department Chairman
TA-TSENG LING, JOHN L. SEITZ

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

201. Introduction to Political Science
An introduction to the study of politics surveying all the major subdivisions of the discipline.
(3-0-3) SEITZ

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. Prerequisite: Permission of 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 the Congress with attention given to the reasons for conflict and cooperation between these two institutions.
(3-0-3) SEITZ

380. 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

400. Geography—Regional Studies
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 course is designed as a bridge between the two cultures of the scientist and the humanist. Prerequisite: Permission of instructor.
(3-0-3) GOSSER

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

490. Special Topics in American Government
Selected topics in the functions, policies, organization, and theory of American government. Subject matter will vary. Prerequisite: Permission of 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

346. International Conflict
A study of war and the use of force in international affairs with emphasis on the causes of international conflict.
(3-0-3) SEITZ

351. Governments of Asia
An examination of the governmental structures, political processes, and international relations of selected Asian states in historical and cultural perspective.
(3-0-3) SEITZ

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

380. Governments of Latin America
An examination of the governmental institutions, political processes, and international relations of selected Latin American states in historical and cultural perspective.
(3-0-3) LING

430. The Politics of Development
A study of the political issues and choices involved in the economic development of both developed and developing nations. Also counts in Division A.
(3-0-3) SEITZ

490+. Special Topics in International Relations and Comparative Government
Selected topics in international politics and comparative politics. Subject matter will vary. Prerequisite: Permission of instructor.
(3-0-3) STAFF
### Division C: Political Theory

**346. Political Sociology**
An inquiry into the origins of the state, the structure of political institutionalization, and the bases of legitimate authority.

(3-0-3) STAFF

**391. Ancient and Medieval Political Thought**
A study of the principal political ideas of the ancient and medieval periods.

(3-0-3) LING

**392. Modern Political Thought**
A study of political thought from the sixteenth century to the present.

(3-0-3) LING

### History

**Major Prerequisites:**
- History 101, 102.

**Major Requirements:**
A major consists of twenty-one semester hours. In addition, all majors must pass History 265, and must complete a special senior reading program. Within the department, there is a distribution requirement for majors that they include (a) at least 9 semester hours in American history; (b) at least 3 semester hours in early European history (330, 340, 350); (c) at least 3 semester hours in modern European history (360, 370, 380, 381, 382). 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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>History of Modern Western Civilization to 1815</td>
<td>(3-0-3) STAFF</td>
</tr>
<tr>
<td>102</td>
<td>History of Modern Western Civilization Since 1815</td>
<td>(3-0-3) STAFF</td>
</tr>
<tr>
<td>201</td>
<td>History of the United States, 1763-1850</td>
<td>(3-0-3) JONES, KILLIAN, RACINE</td>
</tr>
<tr>
<td>202</td>
<td>History of the United States, 1850-1914</td>
<td>(3-0-3) JONES, KILLIAN, RACINE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>England to 1688</td>
<td>(3-0-3) THOROUGHMAN</td>
</tr>
<tr>
<td>302</td>
<td>England Since 1688</td>
<td>(3-0-3) THOROUGHMAN</td>
</tr>
<tr>
<td>306</td>
<td>History of South Carolina</td>
<td>(3-0-3) JONES</td>
</tr>
<tr>
<td>307</td>
<td>History of the Old South</td>
<td>(3-0-3) JONES</td>
</tr>
<tr>
<td>308</td>
<td>History of the New South</td>
<td>(3-0-3) JONES</td>
</tr>
<tr>
<td>309</td>
<td>American Colonial Society to 1783</td>
<td>(3-0-3) RACINE</td>
</tr>
<tr>
<td>311</td>
<td>American Society, 1763-1860</td>
<td>(3-0-3) RACINE</td>
</tr>
<tr>
<td>312</td>
<td>American Social and Intellectual History Since 1865</td>
<td>(3-0-3) KILLIAN</td>
</tr>
</tbody>
</table>
313. Constitutional History of the United States
Framing of the Constitution of the United States, major constitutional doctrines, and judicial controversies over the meaning of constitutional provisions.
(3-0-3) KILLIAN

314. The City in the Western World
The history of the city in the West with emphasis on a comparison of the European and American urban experiences from the Industrial Revolution. Special attention is given to comparative twentieth century urban planning.
(3-0-3) RACINE

316. History of the Negro in America
A study of the black experience in America from the seventeenth century to the present.
(3-0-3) KILLIAN

320. Diplomatic History of the United States
A survey of American relations with foreign powers with emphasis on the last 75 years.
(3-0-3) JONES, 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

341. Renaissance and Reformation
A study of Western Europe from about 1300 to about 1600.
(3-0-3) THOROUGHMAN

342. Europe in the 17th and 18th Centuries
A consideration of the social, economic, political, and intellectual development of Europe from 1600 to 1780. Special emphasis: the emergence of the nation state, the rise of modern science, and the intellectual milieu of the Enlightenment.
(3-0-3) THOROUGHMAN

346. 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

347. 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

348. 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

352. The World Since 1935: New Age of Conflict
A continuation of History 381.
(3-0-3) BAYARD

360. 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.
(3-0-3) BAYARD

361. 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.
(3-0-3) THOROUGHMAN

362. Modern East Asia
A survey of the history of East Asia since the beginning of the 19th century.
(3-0-3) THOROUGHMAN

363. 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.
(3-0-3) JONES

364. Russia Since Peter the Great
A survey of the growth of modern Russia, both geographically and politically. Beginning with the westernization of Russia under Peter the Great, the survey reviews domestic and foreign
The humanities major offers a student the opportunity to design his or her own interdepartmental major in the general area of humanities. The details and specific content of such a major program are worked out and agreed upon in advance by the student and the Coordinator of the humanities major.

Major Prerequisites:
Humanities 201, 202.

Major Requirements:
Humanities 301, 401; and five additional 300-level or 400-level courses in humanities departments.

Humanities and Composition 101. Freshman Humanities Seminar
A course designed to engage the student, during his or her first semester, in a small-group seminar in humanistic inquiry, with special attention given to value questions and issues. 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 freshman students.

201. 202. Values and Issues in the Humanities
Inter-disciplinary courses, primarily for sophomores, designed to bring the value perspectives of the major philosophical, religious, and aesthetic traditions to bear on issues of moment in the life of contemporary man. Students who successfully complete the full year's work (12 semester hours) may choose to distribute the credit so as to apply it to general education requirements in English literature, fine arts, philosophy, and religion (at the rate of one course to each area.)

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. Prerequisite: Permission of instructor.

481 +. Special Topics in European History
Same as History 481, except in European field.

Humanities

THOMAS V. THOROUGHMAN, Coordinator

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 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 departments of economics, fine arts, foreign languages, government, history, religion, and sociology.
Mathematics

RICHARD L. ROBINSON, Department Chairman
CURTIS P. BELL, LEE O. HAGGLUND, DONALD E. STREBEL

Major Prerequisites:
Mathematics 110, 120 or equivalents.

Major Requirements:
Mathematics 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.

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 applications 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.
(3-0-3) HAGGLUND, STREBEL

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) ROBINSON, STREBEL

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) BELL, ROBINSON

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) BELL, ROBINSON

122. 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) BELL, ROBINSON

300. 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

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

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

210. 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) BELL, HAGGLUND

220. 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 220 is recommended).
(3-0-3) HAGGLUND

300. 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

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

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

421, 422. 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 ROBINSON
431, 432. Abstract Algebra
The axiomatic development of algebraic systems, specifically groups, rings, integral domains, fields, and vector spaces. Prerequisites: Math 192 and Math 240 or permission of instructor. (3-0-3) each course HAGGLUND

441, 442. Mathematical Analysis
A rigorous study of the fundamental concepts of analysis. Topics include limits, continuity, differentiability, the Riemann integral, power series, and the elementary functions. Prerequisites: Math 281 and Math 240 or permission of instructor. (3-0-3) each course BELL

451, 452. 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: Permission of instructor. (3-0-3) each course BELL

481+. Special Topics in Mathematics
Advanced topics in undergraduate mathematics offered occasionally to meet special needs. Courses include complex variables, operations research, engineering mathematics, and mathematical modeling. (3-0-3) STAFF

Military Science

Military Science offers a Basic Program and an Advanced Program. Satisfactory completion of six semester hours in the Basic Program, 90 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

111. Introduction to ROTC and Marksmanship
An introduction to rank structure, military customs, pay and benefits, marksmanship training, organization of the Army, and branches of the Army. (1-0-1) STAFF

112. Introduction to ROTC and Mountaineering
An analysis of the Soviet threat; role of the Army, National Guard, and Reserve; and an introduction to mountaineering skills. (1-0-1) STAFF

211. Basic Military Skills - I
An introduction to basic skills of first aid; communications equipment training; protection from nuclear, chemical, biological warfare; leadership. Leadership laboratory is conducted every other week. (2-1-2) STAFF

212. Basic Military Skills - II
Topics include physical conditioning, map reading, U.S. Army weapons, military aircraft, and marksmanship. Leadership laboratory is conducted every other week. (2-1-2) STAFF

Advanced Program

211. Military Science
Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, and communications. There will be one weekend field-exercise and a weekly leadership laboratory. (3-1-3) STAFF

212. Military Science
Development of skills useful for advanced camp including analysis of terrain, movement under fire and obstacles, squad defensive employment, adjustment of artillery fire, first aid, and the
use of various weapons. There will be two weekend field-exercises and a weekly leadership laboratory.

(3-1-3) STAFF

401. **Military Science**
A study of the Army training management system, military ethics and professionalism, command and staff functions, military briefings, the information paper, military justice, the law of war, and Army logistics. Students plan and conduct weekly leadership laboratories and a field training exercise for MS 301 students. Mandatory laboratory each week.

(3-1-3) STAFF

402. **Military Science**
This course completes the Military Science requirements for commissioning. Subjects include personnel management, counseling, military correspondence, military intelligence, Army customs and courtesies, training management, and twenty-first-century American military history. Students plan and conduct weekly leadership laboratories and two field training exercises for MS 302 students. Mandatory laboratory each week.

(3-1-3) STAFF

---

**Philosophy**

JAMES A. KELLER, Department Chairman
DANIEL H. HANK; WALTER E. HUGDINS

Normally, the satisfactory completion of a 200-level philosophy course is prerequisite to enrollment in 300-level courses in the department.

**Major Requirements:**

Twenty-one semester hours of course work in the department, 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 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) HUGDINS

310. **Aesthetics**
A study of some fundamental issues in aesthetics, with particular reference to the fields of literature, painting, sculpture, 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, the arts and morality, and the death of art. Offered in 1983-84.

(3-0-3) HUGDINS

311. **Principles of Ethics**
A study of diverse value systems. Offered in 1984-85.

(3-0-3) HUGDINS

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 a consideration of the relation between the natural sciences and the social sciences. Offered in 1983-84.

(3-0-3) KELLER

338. **Existentialism**
An examination of the doctrine that a person forms his or her own essence in the course of the life he or she chooses to lead. A study of such figures as Soren Kierkegaard, Albert Camus, and Jean-Paul Sartre. Offered in 1983-84.

(3-0-3) HUGDINS

342. **Philosophy of Religion**
An examination of the meaning of religious beliefs and of arguments about their truth or falsity. The course will focus on religious beliefs about God and will include some discussion of different ideas of God within the Western tradition. Offered in 1983-84.

(3-0-3) KELLER

347. **Metaphysics**
An examination of attempts to interrelate diverse elements in our experience and to gain a perspective on the world as a whole. Offered in 1984-85.

(3-0-3) KELLER

348. **Epistemology**
An examination, within the analytic tradition, of the possibilities of knowledge, the justification of belief, and the nature of our contact with reality. Offered in 1983-84.

(3-0-3) HANK

351. **Ancient and Medieval Philosophy**
A study of the first 2000 years of philosophy, from the beginnings in myth and poetry, to the classical philosophies of Plato and Aristotle, through the transition of Plotinus, to the rich medieval systems of Augustine and Aquinas. Attention will be paid to the coherence and, at its time, appropriateness, of each thinker's system. Offered in 1984-85.

(3-0-3) HANK

352. **Early Modern Philosophy**
A study of modern philosophy beginning with the rationalists—Descartes and Leibnitz—and the empiricists—Berkley, Locke, and Hume—and extending to their attempted synthesis in Kant and post-Kantian German Idealism. Offered in 1984-85.

(3-0-3) HANK
353. Contemporary Continental Philosophy
A tracing of philosophy in Europe, mainly Germany (i.e., not Sartre and Camus), from the influence of Husserl to the later Heidegger and current thinking in semiotics and hermeneutics. Offered in 1983-84.
(3-0-3) HANK

480+. 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
LADSON G. CUBBAGE, JR., JOHN T. DAURITY, L. WAYNE EARHARDT, PATRICIA A. GAINES, JAMES C. HOLLAND, WILLIAM G. PARKER, JAMES M. WALLACE

There is no major in Physical Education.

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

- Group I: Tennis, Badminton, Table Tennis
- Group II: Racquetball, Speedball, Indoor Soccer
- Group III: Softball, Bowling, Shuffleboard
- Group IV: Volleyball, Physical Fitness, Golf

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

Physics
DANIEL W. OLDS, Department Chairman
DAVID W. FERDON, 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 three majors require Physics 121, 122 as prerequisites. Any physics course beyond 121, 122 may be counted toward any of the majors.

Liberal Arts Major:
For those who have an interest in physics but will pursue another career after graduation. The course requirements are Physics 253, two semesters of Physics 371+, and Physics 340, plus 16 more hours which must include at least 9 hours in physics and may include courses selected from Philosophy 323, 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:
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:

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 more 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.

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 146 for course description.

121, 122. General Physics
A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics. Prerequisite: Math 160 or equivalent.
(3-0-3) each course STAFF

203. Laboratory Applications of Microprocessors
The architecture and instruction set of a specific microprocessor are studied in sufficient detail that external sensing, measuring, and control functions appropriate to general laboratory environments can be designed, assembled, and tested. The lab is thus tightly coordinated with the lecture. General analog and digital electronic principles are introduced as appropriate, assuming only a background of basic DC network theory. The course concludes with a comparative analysis of several other microprocessors.
(3-3-4) STAFF

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

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

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

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

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

331. Electricity and Magnetism
The subject of this course is the physics and mathematics of the classical description of the electro-magnetic field and includes the experimental and theoretical background for each of Maxwell’s equations, the equation of continuity and the associated fields in the presence of matter. Prerequisite: Physics 291 and Math 182.
(3-0-3) STAFF

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

345. 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 quantal model. Prerequisite: Physics 331.
(3-0-3) STAFF

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

371+. Advanced Laboratory
A series of four semesters of experiments and projects covering some of the basic experimental skills that a physics major should have. These include use of oscilloscopes, voltmeters, ammeters, some familiarity with shop tools and procedures, lab 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 topics and textbook. Prerequisites: Math 282, Physics 263, 281, and 361.
(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.
(0-3-0) 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 on (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 are the course requirements for the major. Courses from the advanced electives series may be included for determining the student's GPR in the major.

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).

The department participates in teaching SCIENCE 101, 102, 103—INVESTIGATION IN SCIENCE. See page 146 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 on-going 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 viewpoints 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) PILLEY

231. 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 concerns, and youth activities.
(3-0-3) SCOTT

240. 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) SEEGARS

Core Program for the Major

221. Child Development
A study of the total development of the human organism from conception. (Meets a requirement for teacher certification in South Carolina.)
(3-0-3) SEEGARS

321. Behavior Pathology
The study of the cause of inappropriate behaviors (including mental illness) and techniques for re-directing them.
(3-0-3) SEEGARS

331. Sensory Psychophysiology
A study of the functions of sensory systems as they relate to behavior.
(3-3-4) SCOTT

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

341. Experimental Methods I
A survey of the empirical data of experimental psychology including psychophysics, physiological methodology, sensory and perceptual processes.
(3-3-4) PILLEY

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) PILLEY

359. Experimental Design
The application of statistics to the design of experiments in the behavioral sciences.
(3-3-4) SCOTT
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

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

350. The Exceptional Child
A study of the exceptional child. While primary focus is on the mentally and emotionally handicapped child, some study is made of the diagnosis and etiology of all aspects of exceptional children.
(3-0-3) SEEGARS

404. History of Psychology
Modern psychology draws its heritage largely from philosophy and the biological and physical sciences. In this course, students review the scientific and philosophical contributions that resulted in contemporary behavioral science. The diverse branches of modern psychology can then be understood as they relate to each other and to the culture of the student.
(3-0-3) STAFF

410. Industrial Psychology
A general course designed to acquaint students with the uses of psychology in industrial applications. Strong emphasis placed on interviewing, motivation, sales, brainstorming, and related aspects. Of special interest to students of business, law, and the ministry.
(3-0-3) SCOTT

430. Psychological Assessment
Standardized tests, their function, construction, and application as part of a broader approach to the assessment of the individual. Special emphasis on intelligence testing.
(3-0-3) STAFF

450. Seminar
An intensive examination of an advanced area of psychology. Specific content may be designed to meet the needs and interests of the students in such areas as advanced statistics, animal ecology, comparative animal behavior, advanced physiological psychology, operant design, or introduction to clinical psychology.
(3-0-3) STAFF

458. Psychology in the Community
A practicum in which students become involved in the practical application of psychological training. Students are expected to work a minimum of 10 hours a week in a community program under carefully selected supervisory conditions at such agencies as the Spartanburg Mental Health Center, The Broughton State Hospital, The Charles Lea Center, or The Spartanburg Alcohol and Drug Abuse Commission.
(1-4-3) STAFF

450. Independent Research
This course is designed to permit students to learn independent research techniques through actually planning and conducting 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, LARRY T. MCGHEE, WILLIAM W. MOUNT, JR.

Major Requirements:
Twenty-one semester hours in courses selected from Groups II-V, including at least one course from each of those four Groups. Satisfactory completion of a 200-level course in Greek may be counted as three hours toward fulfillment of a Religion major.

I. Introductory Courses

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.
   (3-0-3) STAFF

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

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

205. Religions of the World
   A historical introduction to the major living religions found throughout the world, including Hinduism, Judaism, Buddhism, Christianity, and Islam. Offered only in Summer Session.
   (3-0-3) STAFF

II. The Bible

301. Jesus
   An analysis of the Gospels with concern for Jesus' life and teachings and for earliest Christian understandings of him.
   (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

303. The Johannine Literature
   A critical study of the Gospel, the Apocalypse, and the Letters traditionally ascribed to John in the light of the religious, historical, and literary issues which they raise.
   (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, Song of Songs, 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 and for modern devotion.
   (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 permission of instructor.
   (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

313. Religious Thought in the Twentieth Century
   An examination of the thought of major contributors to contemporary theological discussion. Prerequisite: Philosophy 201 or permission of instructor.
   (3-0-3) BARRETT

314. 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 "religionless Christianity." The course will proceed to discuss such subsequent phenomena as the God-is-dead theology, the Charismatic movement, and liberation theology.
   (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 permission of instructor.
   (3-0-3) STAFF

IV. Religious Traditions

332. Religious Traditions
   Studies in the role played by Judaico-Christian traditions 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 permission of Instructor.
   (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: Judaism, Zoroastrianism, Christianity, and Islam.
(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
492. 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 majors.
(0-0-1 to 3) STAFF

480+. 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

Sociology
FRED T. ADAMS, Department Chairman
GERALD A. GINOCCHIO, DAN B. MAULTSBY, GERALD T. THURMOND

Major Prerequisites:

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

200. Introduction to Anthropology
An introduction to physical and cultural anthropology. Offered each semester.
(3-0-3) ADAMS

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

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

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

250. Urban Sociology
An examination of the nature and development of the city and of types of social behavior characteristic of an urban environment.
(2-0-3) GINOCCHIO

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

310. The Development of Sociological Theory
A review and analysis of modern social thought and sociological theories.
(3-0-3) GINOCCHIO

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

320. Social Psychology
A study of group and social influences upon the individual.
(3-0-3) THURMOND
330. Social Research
   An introduction to the methods and techniques of collecting and analyzing social data.
   (3-0-3) THURMOND

480+. Special Topics
   Independent research or exploration of a sub-specialty not offered above.
   (3-0-3) STAFF

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 acquiring familiarity with a specific
   body of content. 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, psychology. The topic of Science
   101 is physical science; 102, life science; and 103, both.
   (3-3-4) each course STAFF
The Board of Trustees

Wofford College has twenty-seven trustees, who sit as the legal governing body of the college under the terms of the will of the Reverend Benjamin Wofford and the state charter of 1851. Elected by the South Carolina Conference of the United Methodist Church, trustees serve staggered six-year terms with new members being named every two years.

The major standing committees of the Board of Trustees are development, finance, student affairs, and education. These committees have faculty, student, and alumni representation.

JOHN D. BOONE, JR.
Minister, New Francis Brown United Methodist Church
Charleston Heights, S.C.

DAN M. BYRD, JR., CHAIRMAN 1982-83, 1983-84
Attorney
Rock Hill, S.C.

MARSHALL CHAPMAN
President, Inman Mills
Inman, S.C.

BRYAN CRENSHAW, CHAIRMAN 1981-82 (Term on Board Expired 1982)
Minister, Buncombe Street United Methodist Church
Greenville, S.C.

ANNE SPRINGS CLOSE, SECRETARY 1981-82
Businesswoman
Fort Mill, S.C.

ALLEN L. CODE, SR.
Retired Educator
Seneca, S.C.

ROGER HABISREUTINGER
Vice President, Champion, Inc.
Spartanburg, S.C.

JAMES G. HALFORD
Physician; Professor, Department of Family Practice, MUSC
Anderson, S.C.

E. E. JENKINS
Minister, Easley Charge, United Methodist Church
Easley, S.C.

CHARLES L. JOHNSON
Minister, Mount Zion United Methodist Church
Kingstree, S.C.

PHIL M. JONES
Minister, Bethel United Methodist Church
Charleston, S.C.

RUSSELL C. KING, JR., VICE-CHAIRMAN 1982-83, 1983-84
Vice President, Sonoco Products
Hartsville, S.C.

ROGER MILLIKEN
President, Milliken & Company
Spartanburg, S.C.

FRANCIS NICHOLSON, VICE-CHAIRMAN 1981-82
South Carolina Circuit Court Judge
Greenville, S.C.

CONSTANTINOS N. PAPADOPOULOS
Chairman of the Board, Transworld Construction Corporation
Houston, Texas

ELIZABETH JOHNSTON PATTERSON
South Carolina State Senator
Spartanburg, S.C.

EROME J. RICHARDSON
President, Spartan Food Systems, Inc.
Spartanburg, S.C.

JOHN W. SIMPSON
Energy Consultant
Hilton Head, S.C.

HUGO S. SIMS, JR.
President, Management and Investment Corporation
Orangeburg, S.C.

FRANCIS NICHOLSON
South Carolina Circuit Court Judge
Greenville, S.C.

EROME J. RICHARDSON
President, Spartan Food Systems, Inc.
Spartanburg, S.C.

JAMES G. HALFORD
Physician
Turbeville, S.C.

T. REGINALD THACKSTON, SECRETARY 1982-83, 1983-84
Minister, John Wesley United Methodist Church
Charleston, S.C.

WILLIAM J. VINES
Minister, Main Street United Methodist Church
Rock Hill, S.C.
Elaine T. Freeman  
Executive Director, ETV Endowment of South Carolina, Inc., Spartanburg, S. C.

B. Shockley Hall  
Retired Vice-President, American Commercial Agency, Inc., Charlotte, N. C.

Cleveland S. Harley  
Harley Investments, Spartanburg, S. C.

G. B. Hodge  
Physician, Spartanburg, S. C.

John M. J. Holliday  
President, Pee Dee Farms Corporation, Gallivants Ferry, S. C.

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

T. Lorin King  
Retired General Sales Manager, Pontiac Motor Division General Motors, Hilton Head, S. C.

Chauncey W. Lever  
Vice-President for Institutional Advancement, Greensboro College, Greensboro, N. C.

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

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

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

J. G. McCracken  
Retired Superintendent, Spartanburg County School District 7, Spartanburg, S. C.

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

Norman F. Pulliam  
President, Pulliam Enterprises, Inc., Spartanburg, S. C.

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

Jack A. Roddy, Jr.  
Corporate Manager, Professional Development, Daniel International, Greenville, S. C.

Patrick C. Smith  
Retired State-Auditor, State of South Carolina, Columbia, S. C.

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

H. Peter Theiler  
H. J. Theiler Corporation, Spartanburg, S. C.

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

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

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

John B. White, Sr.  
Owner, The Beacon, Spartanburg, S. C.

Bland W. Worley  
Chairman and Chief Operating Officer, Barclays-America Corporation, Charlotte, N. C.

Kurt Zimmerli  
President, ZIMA Corporation, Spartanburg, S. C.
Wofford College National Alumni Association Board of Directors

The Wofford College National Alumni Association consists of more than 9,000 persons who attended Wofford for one year or more. The purpose of the organization 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 the 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 forty alumni elected to serve staggered four-year terms. There are also several ex-officio Members of the Board.

PRESIDENT:
1983  J. Frank Morris '68
      Winston Salem, N. C.
1982  Cecil F. Lanford '55
      Spartanburg, S. C.

VICE-PRESIDENT:
1983  Harry S. Bryant '64
      Orangeburg, S. C.
1982  J. Frank Morris '62
      Winston-Salem, N. C.

SECRETARY/TREASURER:
1983  Boyd C. Hipp, II '74
      Columbia, S. C.
1982  Harry S. Bryant '64
      Orangeburg, S. C.

PRESIDENT FIFTY YEAR CLUB:
William L. Watkins '32
      Anderson, S. C.

DIRECTOR OF ALUMNI RELATIONS:
C. Robert Heffner '61
      Spartanburg, S. C.

TERM EXPIRES 12/31/84

Dow N. Bauknight '71
      Charlotte, N. C.
J. Harold Chandler '71
      Easley, S. C.
Neal W. Dickert '68
      Augusta, Ga.
R. Wesley Hammond '73
      Spartanburg, S. C.
Leslie W. Howard, Jr. '56
      Spartanburg, S. C.

TERM EXPIRES 12/31/85

Marion W. Beacham, Jr. '66
      Greer, S. C.
A. B. Bullington '33
      R. Myers, Fla.
E. C. Burnett, III '64
      Spartanburg, S. C.
Andrew M. Crane '69
      Spartanburg, S. C.
Roi H. Montgomery '30
      Columbia, S. C.

TERM EXPIRES 12/31/86

James S. Barrett '55
      Greensboro, N. C.
Phyllis Beatty '82
      Columbia, S. C.
James C. Tee Ferguson, Sr. '74
      Spartanburg, S. C.
J. Sidney Fulmer '54
      Spartanburg, S. C.

TERM EXPIRES 12/31/87

Max H. Goodloe, Jr. '71
      Richmond, Va.
M. L. Meadors, Jr. '55
      Columbia, S. C.
T. Dane Pierce, Jr. '70
      Greenville, S. C.
Mack C. Poole, III '55
      Spartanburg, S. C.

TERM EXPIRES 12/31/88

L. Glenn Orr, Jr. '62
      Winston Salem, N. C.
Robert W. Shirley, Jr. '64
      Charlotte, N. C.
Charles L. Talbert, III '79
      Spartanburg, S. C.
John H. Tillotson '51
      Spartanburg, S. C.
Bruce W. White, Jr. '65
      Florence, S. C.

TERM EXPIRES 12/31/89

Frances Jean Beasley, Jr. '62
      Spartanburg, S. C.
James K. Bilt, Jr. '58
      Spartanburg, S. C.
Robert L. Carver, Jr. '52
      Columbia, S. C.
Edgar R. Clendenon '66
      Spartanburg, S. C.
L. Kenneth Delikan, Jr. '60
      Spartanburg, S. C.

TERM EXPIRES 12/31/90

F. Don Doss, Jr. '61
      Spartanburg, S. C.
Harvey A. Dawkins '60
      Columbia, S. C.
Edward E. Dunn, Jr. '61
      Spartanburg, S. C.
Marvin C. Eubanks '63
      Spartanburg, S. C.
W. Eugene Whitlock '65
      Spartanburg, S. C.
Parents Advisory Council

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

CO-CHAIRMEN:
- 1983: Mr. and Mrs. Edward E. Birthright
- 1982: Mr. and Mrs. J. Wesley Mills, Jr.

VICE CHAIRMEN AND PARENTS FUND CHAIRMEN:
- 1983: Mr. and Mrs. Richard C. Stanland, Jr.
- 1982: Mr. and Mrs. Frederick A. Alders

<table>
<thead>
<tr>
<th>CLASS OF 1983</th>
<th>CLASS OF 1984</th>
<th>CLASS OF 1985</th>
<th>CLASS OF 1986</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. and Mrs. Frederick A. Alders</td>
<td>Mr. and Mrs. T. H. Hoy</td>
<td>Mr. and Mrs. R. M. Newman</td>
<td>Mr. and Mrs. Marcos Fernando Maldonado</td>
</tr>
<tr>
<td>Rev. and Mrs. R. Richard Blocker, Jr.</td>
<td>Mr. and Mrs. Milton Kimpson</td>
<td>Mr. and Mrs. B. H. Roberson</td>
<td>Mr. and Mrs. Samuel H. Morrow, Jr.</td>
</tr>
<tr>
<td>Rev. and Mrs. R. E. Boggs, Jr.</td>
<td>Mr. and Mrs. Abner P. Stockman, Jr.</td>
<td>Mr. and Mrs. Billy A. Turpin</td>
<td>Mr. and Mrs. H. V. Nelson, III</td>
</tr>
<tr>
<td>H. and Mrs. A. B. Boyle, Jr.</td>
<td>Dr. and Mrs. M. C. Watson</td>
<td>Dr. and Mrs. Harry B. McEuen, Jr.</td>
<td>Dr. and Mrs. J. P. Tronclal</td>
</tr>
<tr>
<td>W. and Mrs. R. C. Burdette</td>
<td>W. and Mrs. Edward E. Birthright</td>
<td>W. and Mrs. A. B. Boyle, Jr.</td>
<td>W. and Mrs. T. E. Andrews, III</td>
</tr>
<tr>
<td>W. and Mrs. B. W. Barnett</td>
<td>W. and Mrs. Jack C. Borders, Sr.</td>
<td>W. and Mrs. Walter F. Cooper</td>
<td>W. and Mrs. J. C. Brice, Jr.</td>
</tr>
<tr>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. James E. Faircloth</td>
<td>W. and Mrs. J. E. Glazer, III</td>
<td>W. and Mrs. Walter M. Brice, III</td>
</tr>
<tr>
<td>W. and Mrs. H. V. Nelson, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. Norman S. Richards</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. Harry E. Rothrock, Jr.</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. H. C. Skinner, Jr.</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. C. Tripp Slade</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. P. Thornton</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. N. Barton Tuck, Jr.</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. L. P. Wexler</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. L. P. Wexler</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. L. P. Wexler</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. L. P. Wexler</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. L. P. Wexler</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
<tr>
<td>W. and Mrs. L. P. Wexler</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
<td>W. and Mrs. W. Harrison Hightower, III</td>
</tr>
</tbody>
</table>
# The Administration June 1, 1983

## Office of the President
**DuPre Administration Building**

- **Joab M. Lesesne, Jr., B.A., M.A., Ph.D.**, President
- **Charles F. Marsh, A.B., A.M., Ph.D., LL.D.**, President Emeritus

## Academic Affairs
**DuPre Administration Building**

- **Dan B. Maultsby, A.B., Ph.D.**, Dean of the College and Vice President for Academic Affairs
- **Jerome R. Cogdell, B.S., M.Div.**, Assistant Dean of the College and Coordinator of Interim Admissions

## Admissions
**Hugh S. Black Building**

- **Charles H. Gray, B.A.**, Director of Admissions
- **Roberta L. Hurley, B.A.**, Admissions Counselor
- **Paul R. Siceloff, B.A.**, Assistant Director of Admissions
- **Winfred S. Smith, B.A.**, Admissions Counselor
- **Ethan R. Ware, B.S.**, Admissions Counselor

## Financial Aid
**Hugh S. Black Building**

- **Donna D. Hawkins, B.A.**, Director of Financial Aid
- **Margaret P. Adams**, Assistant Director of Financial Aid

## Registration and Records
**DuPre Administration Building**

- **Edward B. Sydnor, B.A.**, Registrar and Director of Summer School
- **Bates L. Scoggins, B.A., M.A.**, Registrar Emeritus

## Library Services
**Sandor Teszler Library**

- **Frank J. Anderson, B.A., M.S. in L.S.**, Librarian
- **Alice H. Cochran, A.B., M.L.S.**, Acquisitions Librarian
- **Barbara Anne Heinick, B.A., M.S. in L.S.**, Circulation Librarian
- **Herbert Hucks, Jr., B.A., M.A., B.A. in L.S.**, Archivist
- **Martha E. Wharton, A.B., M.S. in L.S.**, Reference and Periodicals Librarian

## Career Counseling and Cooperative Education
**Burwell Building**

- **Larry L. Paschal, A.B., M.Ed.**, Director

## Media Support Center
**Daniel Building**

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

## Student Affairs
**Campus Life Building**

- **J. Michael Preston, A.B., Vice President for Student Affairs and Dean of Students**
- **S. Frank Logan, A.B., A.M., Dean of Students, Emeritus**
- **RaeJean Lipscomb, B.S., M.Ed., Assistant Dean of Students**
- **Kaiser Thomas, Jr., Assistant Dean of Students and Director of Housing**

## Public Safety
**Andrews Field House**

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

## Student Health Services
**Black Infirmary**

- **Melvin D. Medlock, M.D., College Physician**
- **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**

## Business Management
**Snyder House**

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

## Business Office
**Snyder House**

- **Charlotte P. Rogers, B.A., M.Acc., C.P.A., Controller**

## Physical Plant
**Curry Building**

- **Wallace B. Henderson, Director of Physical Plant**
- **Ed. Y. Hall, Assistant Director of Physical Plant**

## Food Services
**Burwell Building**

- **Jim R. Haynes, B.S., Director of Food Services**
- **Carl B. Eleazer, A.A., Assistant Director of Food Services**

## College Store
**Campus Life Building**

- **Richard W. Scudder, A.B.**, Director

## Development
**Marsh Hall**

- **Larry T. McGehee, B.A., B.D., M.A., Ph.D.**, Vice President for Development
- **Doyle W. Boggs, B.A., M.A., Ph.D., Director of Information Services**
- **David M. Beacham, B.A., Director of Planned and Major Giving**
- **C. Robert Heffner, B.A., Director of Alumni Relations**

## Campus Ministry
**Burwell Building**

- **William W. Mount, B.A., M.A., M.Div., Ph.D., Campus Minister**
Intercollegiate Athletics  
Campus Life Building

William G. Parker, B.S., M.A.T., Director of Athletics and Head Football Coach
L. Wayne Earhardt, B.S., Assistant Director of Athletics and Head Basketball Coach
Eugene Foster Alexander, A.B., Coach Emeritus
Arthur K. Black, B.A., Director of Terrier Club and Sports Promotion
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., Director of Women's Sports
James C. Holland, B.S., M.Ed., Assistant Football Coach
Duane A. Stober, B.S., M.S., Assistant Professor of Physical Education and Athletic Trainer
James M. Wallace, B.S., M.Ed., Assistant Football Coach

The Faculty, 1981-82, 1982-83
(Academic year of appointment to faculty in parentheses after each name)

Clarence Lewis Abercrombie, III (1973)/Leave of Absence 1982-83
   Assistant Professor of Geology
   B.A., Emory University; M.Phil., Ph.D., Yale University

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

Kamran Afshar (1978)/Through August 1982
   Assistant Professor of Economics
   B.S., Panahvi University; Diploma, University of Oxford; Ph.D., Florida State University

Sharee Annita Allen (1981)/Through August 1982
   Instructor in Foreign Languages
   B.A., University of Tennessee at Chattanooga; M.A., University of Tennessee at Knoxville;
   Ph.D. candidate, Vanderbilt University

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

Kenneth Clyde Anthony (1982)/ 2nd Semester Only
   Lecturer in Government
   B.A., Wofford College; J.D., University of South Carolina

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

Michael Wayne Ayers (1980)/Through December 1982
   Assistant Football Coach
   B.A., M.A., Georgetown College

Charles David Barrett (1966)
   Professor of Religion and Assistant College Marshal
   A.B., Wofford College; B.D., Emory University; Ph.D., Drew University

Ross Hawthorne Bayard (1961)
   Associate Professor of History
   B.A., Washington and Lee University; M.A., Ph.D., University of South Carolina

Paul David Bedard (1981)
   Major, United States Army
   Assistant Professor of Military Science
   B.A., Columbus College

Curtis Porter Bell (1963)
   Associate Professor of Mathematics
   B.S., Wofford College; M.A., Ph.D., University of Georgia

Phillip Olaf Berge (1980)/Through July 1983
   Assistant Professor of Physics
   B.A., Lake Forest College; M.A., Kent State University; Ph.D., University of Arkansas

160  

161
Lewie Wayne Earhardt (1977)

Dennis Harry (1982)

Kent Meredith Brudney (1982)

John Moore Bullard (1981)

Jeanne Louise Carriere (1976)

Donald Andrew Castillo (1977)

William Pinckney Cavin (1946)

Laura Powell Claridge (1981)

Ladson Gentry Cubbage, Jr. (1977)

Joaquin Fernandez DeVelasco (1963)

Harry Donald Dobbs (1955)

Dennis Michael Dooley (1969)

Linton Reese Dunson, Jr. (1966)

Lewie Wayne Earhardt (1977)

Associate Professor of Music and Director of Glee Club
B.A., M.M., D.M.A., University of Miami

Lecturer in History
B.A., Wolford College; M.A., Ph.D., University of South Carolina

Lecturer in Government
B.A., University of California, Berkeley; M.A., Ph.D., University of California at Los Angeles

Assistant Professor of English
B.A., Dominican College; M.A., C.Phil., Ph.D., University of California at Los Angeles

Assistant Professor of English
B.A., Dayton College; M.A., C.Phil., Ph.D., Yale University

Assistant Professor of Chemistry
B.S., Belmore College; M.A., Wofford College; M.S., University of South Carolina; Ph.D., Clemson University

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

Assistant Professor of English
B.A., Florida State University; Ph.D. candidate, University of Maryland

Assistant Football Coach
B.A., Elon College

Associate Professor of Foreign Languages
B.A., Havana Institute; M.A., Middlebury College; Ph.D., University of Havana

Professor of Biology
A.B., M.S., Ph.D., Emory University

Associate Professor of English
A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt University

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

Assistant Director of Athletics and Head Basketball Coach
B.S., University of South Carolina

Associate Professor of English
B.A., Duke University; M.A., Ph.D., Emory University

Retired August 1983
Assistant Professor of Foreign Languages
A.B. Gettysburg College; M.A., University of Maryland

Director of Women's Sports and Instructor in Physical Education
B.S., Winthrop College; M.A., Appalachian State University

Assistant Professor of Sociology
B.S., University of Wisconsin; M.A., University of New Hampshire

Instructor in Geology
B.S., M.S., Wayne State University

Lecture in English
B.A., Wofford College

Lecture in Government
B.A., Wofford College; M.Ed., University of South Carolina

Assistant Professor of Accounting
B.S., Shippensburg State College; Litt.M., University of Pittsburgh

Associate Professor of Foreign Languages
B.S., University of North Carolina at Greensboro; Ph.D., Vanderbilt University

Professor of English and Theatre
B.B.A., Wake Forest College; M.A., University of North Carolina; Ph.D., Duke University

Assistant Professor of Mathematics
B.A., Gustave Adolphus College; Ph.D., Duke University

Assistant Professor of Humanities and Philosophy
B.A., University of North Carolina; M.A., Ph.D., New York University

Lecturer in Economics
B.A., University of Florida; J.D., Vanderbilt University

Associate Professor of English
A.B., Syracuse University; Ph.D., University of Rochester

Assistant Football Coach
B.S., Appalachian State University; M.Ed., Clemson University
William Brooks Hubbard (1964)
Associate Professor of Biology
B.S., Wofford College; M.Ed., University of North Carolina

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

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

Janice Hudson Janiec (1982)
Instructor in Music and Director of Choral Groups
B.A., Queens College

Albert Lewis Jeter (1977)
Lecturer in Music
B.A., Wofford College

Katherine Worth Johnson (1982)
Lecturer in Mathematics
B.A., Converse College; M.A., Winthrop College

Caroline Johnston (1981)
Lecturer in Education
B.A., Converse College

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

Lewis Pinckney Jones (1946)
Major, United States Army
Assistant Professor of Military Science
B.A., Wofford College; Ph.D., University of North Carolina

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

Philip Sven Keenan (1981)
Assistant Professor of Accounting
B.A., Michigan State University; M.B.A., University of Michigan; C.P.A.

Marion Wade Key (1981)
Captain, United States Army
Assistant Professor of Military Science
B.S., United States Army Military Academy

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

John Edward Lane (1982)
Lecturer in English
B.A., Wofford College

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

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

Ti-Tsang Ling (1965)
Associate Professor of Government
B.A., National Cheng-Chi University; M.A., Ph.D., University of Tennessee

Oland Beryl Little (1982)
Major, United States Army
Assistant Professor of Military Science
B.S., Methodist College of Fayetteville; B.A., Fayetteville State University; M.Ed., North Carolina State University

George Brantley Martin (1981)
Associate Professor of English
A.B., Wofford College; M.A., University of Georgia; Ph.D., University of Manchester

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

Larry Thomas McGehee (1982)
Vice President for Development and Professor of Religion
B.A., Transylvania University; B.D., M.A., Ph.D., Yale University

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

Patricia Gorman Monroe (1982)
Lecturer in Mathematics
B.A., Columbus College; M.S., University of South Carolina

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)
Associate 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
A.B., Wabash College; Ph.D., Duke University

Mark Steven Olencki (1981)
Lecturer in Art
B.A., 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)
Director of Athletics and Head Football Coach, January 1983 (previously Assistant Football Coach)
B.S., M.A.T., University of South Carolina

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

Robert Alan Paysen (1978)/Through May 1983
Instructor in Chemistry
B.A., College of St. Thomas; Ph.D. candidate, University of Tennessee

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

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

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

James Edwin Proctor (1981)
Associate Professor of Finance
B.A., Wofford College; M.B.A., University of South Carolina; Ph.D., Clemson University

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

Mary Hope Rhodes (1979)/Leave of Absence 1st Semester 1981-82
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

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

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

John Lewis Seitz (1976)/Leave of Absence 2nd Semester 1982-83
Assistant Professor of Government
B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin

Karine M. Simpkin (1982)
Instructor in Mathematics
B.A., The King's College; M.A., University of Maryland

Sharon Elizabeth Spangler (1982)/Through May 1983
Instructor in English
B.A., University of North Carolina, Charlotte; M.A., University of North Carolina

Terry L. Stanger (1980)
Captain, United States Army
Assistant Professor of Military Science
B.S., North Georgia College

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)/Leave of Absence 1982-83
Assistant Professor of Mathematics
B.A., B.S., University of Rochester; M.S., Ph.D., University of California, San Diego

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

Harold Dean Thompson, Jr. (1982)/2nd Semester Only
Lecturer in English
B.A., Wofford College; M.A., University of South Carolina

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., M.A., Ph.D., University of Georgia

William Franklin Tinder (1980)/Through May 1983
Colonel, United States Army
Professor of Military Science
B.A., Wofford College; M.S., George Washington University

Instructor in Economics
B.S., M.S., University of Illinois; Ph.D. candidate, University of Illinois

Susan Kathleen Touchstone (1980)/Through June 1982
Assistant Professor of Economics
B.S., M.A., Ph.D., Florida State University

Den Pedro Trakas (1980)/Leave of Absence 2nd Semester 1982-83
Assistant Professor of English and Director of Reading Center and Writing Laboratory
B.A., Eckerd College; M.A., University of Tulsa; Ph.D., University of South Carolina

Elaine Stone Wagner (1977)
Lecturer in Art
B.F.A., Moore College of Art
James McMackin Wallace (1982)
Assistant Football Coach
B.S., University of South Carolina; M.Ed., Western Carolina University

Richard Mathias Wallace (1982)
Assistant Professor of Economics
A.B., Ph.D., University of South Carolina

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

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

Professors Emeriti

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

Lawrence Harris Chewning, Jr.
Professor of English, Emeritus
B.A., Furman University; M.A., Ph.D., University of Virginia

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

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

Carrance Clifford Norton
John M. Reeves Professor of Sociology, Emeritus (Deceased, November 1981)
B.S., Millsaps College; A.M., Emory University; Ph.D., University of North Carolina; LL.D., Wolford College

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

Howard Mclever Pegram
Professor of Mathematics, Emeritus
A.B., Wolford College; A.M., Duke University

John Leonard Salmon
John M. Reeves 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

Degrees and Honors Conferred 1981
Bachelor of Arts Degree

Barbara Claire Bacon
Dale Scott Berheis
David Reese Blackwell
Matthew Elaine Bolton
Carol Lynne Brasington
Thomas Daniel Brown
Lawrence Alton Bryant, Jr.
James Christopher Burnette
Donald Pickens Campbell
William Ashley Carder
Tammi Elizabeth Caskey
Waddy William Chapman, III
Randolph Shippey Clark
Robert Clifton Coleman
George John Conits
David Lee Conkin
Elsa Garrow Hudson Crowley
Rebecca Louise Cubbage
David Cook Kemper Curry
George Washington Davis, III
Shirley Jean Dean
Michael Auburn DeVine
Eric Drummond Dudley
Walter Coker Edwards, Jr.
Bachelor of Science Degree

John Alexander Adams
Watir Stephen Altenworth
Ronald Asbury Andrews, Jr.
Ralph Winsor Blackman, Jr.
Jon Sharon Bland
Mary Frances Blanton
James Michael Bonner
James Lancaster Bridgeman, Jr.
Jody Richard Brown
George Thompson Bryant
Marge Alice Buddin
John Edward Carey
Miguel Salvador Castro
Constance Nicholas Condylies
Jeffrey Marshall Craft
William Keith Gelders
Wesley Albert Gordon
David Allen Harkins
Harvey Jennings Harmon, III
Motel Thomas Harrison
Dane Brandon Harvey
Jacquelyn Marie Holmes
Charles Haskell Hughes, Jr.
Timothy Earl Hughes
Stephen Scott Hunter

Samuel Martin Kneecce
Atheel Carmichael Lashley
Thomas Smith Lee, III
David Wells Morgan
Colleen Jennifer Nagle
James Arthur Negus
Nancy Grace Nelson
Charles Alexander Norfleet
Stephen Price Parrott
Milledge Thomas Pitts, Jr.
William Marshall Platt
William Cleaton Rawls, Jr.
Elissa Maria Reyes
David Brian Richardson
Lucen Virgil Patrick Richardson
Charles Terry Robbins
Floyd Earl Scott, Jr.
Tenissa Robin Simmons
Andrew Waiden Smith
Peter Anthony Veyon
Mark William Vorner
Dawn Michelle Wagner
Nancy Dawn Williams
Patrick O. Wilson
Trudy DeAnn Woford

Honorary Degrees

Elaine Taylor Freeman ............................................. Doctor of Humantities
Theodore Roosevelt Morton, Jr. ...................................... Doctor of Divinity
Richard Wilson Riley .................................................. Doctor of Laws

Honors in 1981 Graduating Class

Summa Cum Laude

Carol Lynn Braegelton
Jeffrey Marshall Craft
Michael Aubum DeVine
Robert Joseph Elam
Scott Timothy Gould
John Robert Harley, Ill
Charles Haskell Hughes, Jr.
Samuel Martin Kneecce
Robert Andrew Kelly

Magna Cum Laude

Joni Sharon Bland
Mary Frances Blanton
James Lancaster Bridgeman
Jody Richard Brown
Thomas Daniel Brown

Margaret Alice Buddin
David Lee Conklin
Deborah Ann Simmons
Mary Lucinda Tate
Mortimer Meyer Weinberg, III
Cum Laude
George Washington Davis, III
Walter Coker Edwards
Kenneth Earl Gill
David Allen Haynes
Jacqueline Marie Holmes
Timothy Earl Hughes
Stephen Scott Hunter
Robert Bethune King, Jr.

Julia Ruth Luesse
Michael Gary Metts
William Marshall Platt
William Clayton Rawls, Jr.
Alexander Farish Robertson, IV
Hal William Stevenson
Teresa Robin Simmons

High Honors in French
David Wells Morgan

High Honors in History
David Wells Morgan

Algeron Sydney Sullivan Awards
Dwight Patterson
Harold Dean Thompson

Mary Mildred Sullivan Awards
Doris B. Wade
Nancy Grace Nelson

Class of 1981
B.A. Graduates ........................................... 130
B.S. Graduates ........................................... 58
TOTAL GRADUATES .................................... 188

Degrees and Honors Conferred 1982
Bachelor of Arts Degree
Clyde Oliver Ackerman, Jr.
Guy Nicholson Adamson
Gerald Peter Andros
Charles Ryan Arnold, Jr.
Charles Prassly Archer
Benny Lee Baker
Lauren Goley Ballenger
Robert Mason Barrett
Phyllis Ann Beatty
Harry Satcher Bell, Jr.
Joe Harris Bennett, Jr.
Sharon Elise Benson
Thomas Joseph Berger
Scott Reginald Bishop
Jeffrey Scott Bogran
Samuel Lewis Booke, III
Christopher Bryan Boyett
Kirk Randall Brockland
William Dwayne Brown

Mark William Bruce
James Coleman Budd, Jr.
Robert Walton Buffington
Bobby Lee Burnett, Jr.
Mark Alan Buskirk
Millard Bregman Carvey
Malcolm McDonald Campbell
James Elliott Caprell
Robert Lee Cardwell
Ronald Scott Carr
Ceil E. Lee Chastain, Jr.
Mario Lorenzo Chavez
Elizabeth Mary Chenin
Robert Kevin Childs
Thomas Legare Thayer Clement
Leigh Anne Thacker Coghill
David Albert Cooper
Dirk Julius Derrick
Leah Ann DesChamps

Brit Manning Dilgard
Wade Scribner Dixon, III
James Anthony DiVall
James Madison Dye, Jr.
Marie Quitman Elliott
Joseph John Embro, III
Russell Leslie Engele
Sarah Elaine Fields
Alan Kent Francis
Robert Seymour Friedman
Deborah Lee Gerstemeier
Gregory Leonard Graham
Mark DeWittie Gregory
Susan Doris Hall
Charles Boyd Hames
Charles Miller Hammett, Jr.
Kathryn Marie Harbaugh
France Lee Hardy
Vanessa Kay Henderson
Van Daniel Hupp, Jr.
Michael Elias Herbekia, III
James Edward Hodges, Jr.
Robert James Howard, Jr.
Matthew Ioavann
Lee Ann Ivey
Mike Stuart Jackson
Pamela Denise James
Danielle Katherine Janulis
Jephy Allen Johnson
Artur Jefferson Keller, III
Raji Tomas Kida
Russell Calvin King, III
Steven Boyd Knable
James Louis LaBruce
Kenneth Lee Lawing, Jr.
Kenneth Lee Leochhardt
Lawence Kendrick Lewis, Jr.
Randolph Kent Liggett
Gwenellyn McBeth
Christopher Alan McCraw
Steven Hunter McDaniel
River Lawton McIntosh
George Robert McKenney, II
Joseph Radford McMillan
Mark Calvert Mahaffey
Mckenzie Mallary
Joel Estes Martin

Bachelors of Science Degree
Renee Ann Ashley
Karen Louise Albiez
Nagaraj Lynne Alley
Gregory Lynn Almond
Robert Patrick Alston
Laedol Tristan Baint
Igor Aloysius Blahut

Anthony Kent Meach
Joseph Barry Mason
Timothy Andrew Matthews
James Campbell Mason
Richard Carl Meahan, Jr.
John Wesley Mills, III
William Sumner Minor, Jr.
Phillip Thomas Mottel
Eileen Marie Murphy
Hannah Susan Olive
Anthony Lawon Painter
Christopher John Polycorci
Mark Collier Poole
Whiting Hayden Preston
William Gordon Quarles, Jr.
James Calvin Ratcliff, Jr.
Leah Karen Rhodes
Anne Marion Robinson
John McKinley Rubin
Sara Beth Saflord
Fredrick William Scheleier, IV
Claude Ilmar Schmid
Timothy John Shea
Wanda Kay Serber
Lee Stanley Smith, Jr.
Louis Jerome Smith
Willa Smith
Mark Edward Stanek
Vaugh Hughes Starling
Suzette Stile
Susan Leah Tate
Carolyn Ann Taylor
Donald Michael Taylor
David Joseph Tewksbury
Karen Frances Thomas
Bryan Gene Thompson
Teresa Marla Torrence
David Craig Travis
Mark Hamer Trimner
Timothy Lee Wadrop
Jesse Edward White, Jr.
Tammie Elaine White
Carlene Patricia Whitney
Clarence Richmond Wiholt, Jr.
Pamela Gail Williams
Louisa Bruce Wilmerley

Harriet Denise Boaz
Brenda Gail Bobo
Mark Frederick Boklender
Kimberly Lynn Bridges
William Thornton Brown
Lewis Eugene Butler
Julie Ann Clements
Honorary Degrees

Marshall Alfred Shearouse .................................................. Doctor of Laws
Michael Cunningham Watson ............................................... Doctor of Humanities

Honors in 1982 Graduating Class

Summa Cum Laude

Gerald Peter Andros
Sharon Elice Benson
Michael Lawrence Dillard
Margaret Betty Foster
Arthur Jefferson Keller, III
Masatoshi Kida

Magna Cum Laude

Kimberly Lynn Bridges
Julie Ann Clements
Leah Ann DesChamps
Patricia Denise James
Jeffrey Alan Johnson
George Christopher Hammet
Scott Wayne Hardigree
Reiko Tomita Kida
Tracy Ray Landrum

Cum Laude

Karen Louise Albiz
Benny Lee Baker
Robert Mason Barrett
Robert Lee Cardwell
Robert Kevin Childs
David Albert Cooper
Philip Francis Foster, Jr.
Deborah Lee Gerstemeier
Craig Alan Greene
Mark DeWitte Gregory
Charles Boyd Hames
Charles Miller Hammett, Jr.
Jan Darrel Hopp, Jr.

High Honors in Art

Reiko Tomita Kida

Algernon Sydney Sullivan Awards

John L. Salmon .......................................................... Clarence Jackson Moss, III

Mary Mildred Sullivan Awards

Lynne Salmon .......................................................... Sharon Elice Benson

Class of 1982

B.A. Graduates ............................................................... 131
B.S. Graduates ............................................................... 75
TOTAL GRADUATES ......................................................... 206
### Student Body Statistics

#### Students Entering September 1981

<table>
<thead>
<tr>
<th>Category</th>
<th>New Students</th>
<th>Former Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Day 27, Resident 206)</td>
<td>233</td>
<td>16</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>42</td>
<td>(Day 17, Resident 25)</td>
</tr>
</tbody>
</table>

#### Geographical Distribution of Student Body 1981-82

<table>
<thead>
<tr>
<th>State</th>
<th>Students Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>13</td>
</tr>
<tr>
<td>Delaware</td>
<td>1</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>1</td>
</tr>
<tr>
<td>Florida</td>
<td>50</td>
</tr>
<tr>
<td>Georgia</td>
<td>65</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1</td>
</tr>
<tr>
<td>Illinois</td>
<td>1</td>
</tr>
<tr>
<td>Kentucky</td>
<td>4</td>
</tr>
<tr>
<td>Louisiana</td>
<td>2</td>
</tr>
<tr>
<td>Maryland</td>
<td>1</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1</td>
</tr>
<tr>
<td>Missouri</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>4</td>
</tr>
<tr>
<td>North Carolina</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>312</td>
</tr>
</tbody>
</table>

#### Students Entering September 1982

<table>
<thead>
<tr>
<th>Category</th>
<th>New Students</th>
<th>Former Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Day 56, Resident 267)</td>
<td>323</td>
<td>18</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>40</td>
<td>(Day 17, Resident 23)</td>
</tr>
</tbody>
</table>

#### Geographical Distribution of Student Body 1982-83

<table>
<thead>
<tr>
<th>State</th>
<th>Students Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>9</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>1</td>
</tr>
<tr>
<td>Connecticut</td>
<td>1</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>2</td>
</tr>
<tr>
<td>Florida</td>
<td>62</td>
</tr>
<tr>
<td>Georgia</td>
<td>68</td>
</tr>
<tr>
<td>Idaho</td>
<td>1</td>
</tr>
<tr>
<td>Indiana</td>
<td>1</td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
</tr>
<tr>
<td>Kentucky</td>
<td>5</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1</td>
</tr>
<tr>
<td>Maryland</td>
<td>3</td>
</tr>
<tr>
<td>Michigan</td>
<td>1</td>
</tr>
<tr>
<td>Missouri</td>
<td>2</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>4</td>
</tr>
<tr>
<td>New York</td>
<td>3</td>
</tr>
<tr>
<td>Ohio</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Total

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Entering</td>
<td>1047</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1055</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Students Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1</td>
</tr>
<tr>
<td>South Carolina</td>
<td>774</td>
</tr>
<tr>
<td>Tennessee</td>
<td>8</td>
</tr>
<tr>
<td>Texas</td>
<td>1</td>
</tr>
<tr>
<td>Virginia</td>
<td>14</td>
</tr>
<tr>
<td>West Virginia</td>
<td>2</td>
</tr>
<tr>
<td>Total U.S.</td>
<td>1047</td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
</tr>
<tr>
<td>Cyprus</td>
<td>1</td>
</tr>
<tr>
<td>Iran</td>
<td>5</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>1055</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Students Entering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania</td>
<td>1</td>
</tr>
<tr>
<td>South Carolina</td>
<td>806</td>
</tr>
<tr>
<td>Tennessee</td>
<td>1</td>
</tr>
<tr>
<td>Virginia</td>
<td>8</td>
</tr>
<tr>
<td>Total U.S.</td>
<td>1093</td>
</tr>
<tr>
<td>Canada</td>
<td>2</td>
</tr>
<tr>
<td>Cyprus</td>
<td>2</td>
</tr>
<tr>
<td>Germany</td>
<td>1</td>
</tr>
<tr>
<td>Greece</td>
<td>1</td>
</tr>
<tr>
<td>Iran</td>
<td>1</td>
</tr>
<tr>
<td>Okinawa</td>
<td>1</td>
</tr>
<tr>
<td>Panama</td>
<td>1</td>
</tr>
<tr>
<td>Poland</td>
<td>1</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
</tr>
<tr>
<td>Venezuela</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>1106</td>
</tr>
</tbody>
</table>