1991-1993 Catalogue
September 1991

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WOFFORD COLLEGE
SPARTANBURG, SOUTH CAROLINA
**Directory for Correspondence**

The College in General ................................................. The President
Curriculum and Faculty .............................................. The Vice President for Academic Affairs and Dean of the College
Admission to the College ............................................ The Director of Admissions
Student Life ............................................................... The Vice President for Student Affairs and Dean of Students
Registration, Student Academic Records, and Summer Session .............................................. The Registrar
Library and Archives .................................................... The Librarian
Business Management .................................................. The Vice President for Business
Student Fees and other Financial Matters .............................................. The Controller
Scholarships and other Financial Aid ................................... The Director of Financial Aid
Alumni Interests and Parents' Programs ............................ The Director of Alumni and Parents Programs
Information Services and Publications ............................. The Director of Communications
Gifts, Grants, and Bequests ............................................ The Vice President for Development
Athletic Programs .......................................................... The Director of Athletics
Religious Activities ....................................................... The Chaplain
Career Counseling, Placement, and Cooperative Education .............................................. The Director of Career Services and Placement

The mailing address is Wofford College, 429 North Church Street, Spartanburg, South Carolina 29303-3663.

The telephone number is (803) 597-4000.

Parents, students, alumni, and friends are cordially invited to visit the campus, and for information and assistance may inquire at the Admissions Office in Hugh S. Black Hall, or at the Neofytos D. Papadopoulos Building, the Campus Life Building, or the DuPre Administration Building.

**Disclaimer and Compliance Statements**

While Wofford College reserves the right to make changes in its calendar, policies, regulations, fees, prices, and curriculum, the information in this Catalogue accurately reflects policy and states progress requirements for graduation effective September 1, 1991.

The college complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This Act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A full statement of Wofford policy regarding the implementation of the Act is available upon request to 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 1991-92

#### Fall Semester 1991

<table>
<thead>
<tr>
<th>Month</th>
<th>Date(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>28-29</td>
<td>Wednesday-Thursday — Pre-Session Faculty Workshop</td>
</tr>
<tr>
<td></td>
<td>30-31</td>
<td>Friday-Saturday — Orientation for new students</td>
</tr>
<tr>
<td>September</td>
<td>1-3</td>
<td>Sunday-Tuesday — Orientation for new students</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Monday — Registration for new students</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Tuesday — Registration for returning students and beginning of classes.</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Wednesday — Last day for adding and dropping courses and registering</td>
</tr>
<tr>
<td>October</td>
<td>18</td>
<td>Friday — First grading period ends</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Friday — Fall academic holiday</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Thursday — Registration for Interim</td>
</tr>
<tr>
<td>November</td>
<td>8</td>
<td>Friday — Last day for dropping courses with passing grade</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Tuesday — Pre-registration for spring semester</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Thursday — Pre-registration for spring semester</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Wednesday — Thanksgiving holidays begin at 5:30 p.m.</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>Monday — Classes resume</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Friday — Last day of fall semester classes</td>
</tr>
<tr>
<td></td>
<td>9-13</td>
<td>Monday-Friday — Fall semester final examinations</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Friday — Christmas holidays begin at 5:30 p.m.</td>
</tr>
</tbody>
</table>

#### Interim 1992

<table>
<thead>
<tr>
<th>Month</th>
<th>Date(s)</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>5</td>
<td>Sunday — Residence halls open</td>
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<tr>
<td></td>
<td>6</td>
<td>Monday — Interim begins</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Friday — Interim ends</td>
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</tbody>
</table>

#### Spring Semester 1992

<table>
<thead>
<tr>
<th>Month</th>
<th>Date(s)</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>February</td>
<td>2</td>
<td>Sunday — Residence halls open</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Monday — Registration for spring semester classes</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Tuesday — Classes begin</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Wednesday — Last day for adding and dropping courses and registering</td>
</tr>
<tr>
<td>March</td>
<td>13</td>
<td>Friday — First grading period ends</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Friday — Spring holidays begin at 5:30 p.m.</td>
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<tr>
<td></td>
<td>23</td>
<td>Monday — Classes resume</td>
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<tr>
<td>April</td>
<td>7</td>
<td>Tuesday — Pre-registration for fall semester</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Thursday — Pre-registration for fall semester</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Friday — Last day for dropping courses with passing grade</td>
</tr>
</tbody>
</table>

### Dates of Summer Session 1992 to be announced

#### Academic Calendar for 1992-93

#### Fall Semester 1992

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<td></td>
<td>9</td>
<td>Wednesday — Last day for adding and dropping courses and registering</td>
</tr>
<tr>
<td>October</td>
<td>16</td>
<td>Friday — First grading period ends</td>
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<tr>
<td></td>
<td>6</td>
<td>Friday — Fall academic holiday</td>
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<tr>
<td>November</td>
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<tr>
<td>December</td>
<td>4</td>
<td>Friday — Last day of fall semester classes</td>
</tr>
<tr>
<td></td>
<td>7-11</td>
<td>Monday-Friday — Fall semester final examinations</td>
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<tr>
<td></td>
<td>11</td>
<td>Friday — Christmas holidays begin at 5:30 p.m.</td>
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#### Interim 1993

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<td>4</td>
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<td></td>
<td>29</td>
<td>Friday — Interim ends</td>
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#### Spring Semester 1993

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<td></td>
<td>10</td>
<td>Wednesday — Last day for adding and dropping courses and registering</td>
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### May

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<thead>
<tr>
<th>Date(s)</th>
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<tbody>
<tr>
<td>8</td>
<td>Friday — Last day of spring semester classes</td>
</tr>
<tr>
<td>11-15</td>
<td>Monday-Friday — Spring semester final examinations</td>
</tr>
<tr>
<td>16-17</td>
<td>Saturday-Sunday — Commencement activities</td>
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<tr>
<td>Month</td>
<td>Date</td>
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<td>10-14</td>
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<td>15-16</td>
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</tbody>
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**DATES OF SUMMER SESSION 1993 TO BE ANNOUNCED**

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The College

Rear Portico, Main Building, 1854
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

Established by the Methodist Church in 1854 with businessman and minister Benjamin Wofford's bequest of $100,000, Wofford is one of fewer than two hundred existing American colleges founded before the Civil War. The Wofford College historic district, comprised of four of the first faculty homes and the original Main Building with its distinctive twin towers, is listed on the National Register of Historic Places. It remains the physical and symbolic center of the campus in downtown Spartanburg, South Carolina.

Wofford benefited greatly in its first century from the leadership of three outstanding presidents, all of whom brought national distinction to the college. William Wightman, the first president, later became a Methodist bishop, and did much to define the modern role of the church-related college in America. James H. Carlisle, an original faculty member and president from 1875 to 1902, was a man devoted to the idea of Christian service through liberal arts education, and made this spirit his legacy to the college. His successor, Henry Nelson Snyder, built on a firm foundation to give the college a reputation for academic excellence. Under his leadership, in 1941, Wofford became the first independent college or university in South Carolina to receive a charter for a chapter of Phi Beta Kappa. Of the 2,000 four-year colleges and universities in the United States, only 240 can induct graduates into this prestigious academic honor society.

During the era of higher education expansion after World War II, Wofford prospered. Around a core of historic buildings rose imposing new structures including the Milliken Science Building, the versatile Campus Life Building and the modern Sandor Tesler Library, which houses a collection of 180,000 volumes. Wofford Terrier athletic teams, with strong financial support from alumni and friends, 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 college for white men, Wofford was a leader in the racial desegregation movement in higher education in the 1960's, and opened its doors to women in the 1970's. At the same time, Wofford remained true to its classical college heritage by deliberately limiting enrollment to 1,100 undergraduates, and refusing to step back from its emphasis on being a "liberal arts college of superior quality."

In the 1980's, Wofford won wide recognition for its academic leadership. President Joab M. Lesesne Jr. has held the highest offices of the Southern University Conference, the National Association of Independent Colleges and Universities and the National Association of Schools and Colleges of the United Methodist Church. In 1989, the college received a $5.5 million gift from the F.W. Olin Foundation of New York to build a new academic building to be opened in 1992. This grant is believed to represent the largest outright cash gift to a college ever made in South Carolina.

Wofford alumni include five Rhodes Scholars, five Truman Scholars, and 12 Woodrow Wilson Fellows. Seven recent graduates have studied abroad as Rotary International Fellows. Surveys of graduates in the classes of 1985-89 indicate that 35-40 percent are pursuing post-graduate or professional education.

A 1990 study revealed that the college had 11,079 living alumni (8,525 graduates and 2,554 non-graduates). They lived in all 50 states and 17 foreign countries. Almost 1100 alumni were presidents or owners of corporations or organizations. There were 1550 alumni working in the general field of education, including 387 college faculty or staff members. Almost 900 were involved in medicine, dentistry, or other health care fields, while more than 500 were attorneys or judges.

Surely, Wofford's Latin motto, Intaminatis Fulget Honoribus, "Unshornished, she shines with honor," has never been more true than it is today.
Accreditation

One of nine colleges which met in Atlanta in 1895 to form the Southern Association of Colleges and Schools, Wofford is today fully accredited by that body to offer the degrees of Bachelor of Arts and Bachelor of Science.

Phi Beta Kappa

Having been granted a Phi Beta Kappa charter in 1941, Wofford is one of two private colleges in South Carolina with chapters of Phi Beta Kappa. Eligibility for individual membership in Phi Beta Kappa is based upon scholarly achievements, high character, and special intellectual attainments.

Degrees

The college grants the degrees of Bachelor of Arts and Bachelor of Science, and also confers appropriate honorary degrees.

The Sandor Teszler Library

The Wofford library collections are housed in the Sandor Teszler Library, a three-level building with seating accommodations for 385 readers. In service since the fall of 1969 and named as one of the "Outstanding Buildings of the Year" by the South Carolina Chapter of the American Institute of Architects, the building was dedicated in 1971 and named for Sandor Teszler, a well-known textile leader.

The library's resources and materials — journals, newspapers, microforms and books — are acquired and maintained to sustain the college's programs, to support research activities of students and faculty, and to provide access to information of current and continuing importance. There are more than 182,000 volumes in the collections, including bound journals and microform equivalents. In special collections are some 10,000 volumes, including scholarly materials from the 15th through the 20th centuries.

All departments of the library are under the supervision of professional librarians who are available to assist library users. In addition to providing access to the resources housed in the library through regular reference assistance using such works as text indexes and CD-ROM (compact-disk) services, librarians perform online computer searches on several databases for information requested by students and faculty. The library also provides a number of microcomputers for student use.

In the summer of 1990, the library installed an automated system, creating an online computerized catalog accessible from many points on the campus or through telephone links from off-campus. The online catalog holds the bibliographic records of Wofford College and nearby Spartanburg Methodist College.

Housed in the library are the Wofford College Archives and the records and historical materials of the South Carolina Conference of the United Methodist Church. The library also contains meeting areas with media facilities and a gallery with a changing schedule of exhibitions through the course of each year.

The Academic Program

The academic program, the primary means by which Wofford College seeks to realize its purpose, is based upon a liberal arts curriculum, which provides an effective study experience for developing abilities and motivations for lives of service and fulfillment. Liberal arts education emphasizes general knowledge and intellectual skills. It acquaints students 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 arts education also promotes character, appreciation of values, and mature ethical choices. All of these are qualities and attainments highly valued by the college.

Wofford has modified its programs over the years to include new and relevant material and approaches, but there has been little change, if any, in Wofford’s concept of the purposes and reasons for a liberal arts education.

The Curriculum

The Wofford curriculum emphasizes the traditional but calls also for the experimental, always in accord with the liberal arts focus of the college. The curriculum exposes students to a broad range of knowledge and provides opportunity to achieve a deeper competence in one or two fields.

General Requirements

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

Fields of Concentration

The curriculum also provides that, in addition to the core of general requirements, each student is to complete a major in one of several fields: accounting, art history, biology, business economics, chemistry, computer science/mathematics, economics, English language and literature, finance, French, German, government, history, humanities, intercultural studies, mathematics, philosophy, physics, political economy and philosophy, psychology, religion, sociology, or Spanish. Course work is available also in six fields not offering majors: education, geology, military science, music, theatre, and physical education.
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.

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 arts education. While that itself involves substantial use of new materials and new approaches at Wofford, innovation and experiment are the keynotes of the Interim. The Interim permits and encourages teachers and students to explore the new and untrod, and in so doing to run risks that could not be justified in the semesters.

Further, the Interim frees teachers 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.

Upon successful completion of an approved Interim project, the student is awarded four hours of credit toward graduation. The grades of H (Pass with Honors), P (Pass), and F (Fail) are used in evaluating students' Interim work and accomplishments, and this system, together with the general philosophy of the Interim, allows students to participate in Interim projects in which they have interest but not 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 careers. The curriculum provides sound pre-professional background for the world of work or for graduate-school study in many disciplines or for study in professional schools of law, medicine, dentistry, nursing, veterinary science, engineering, and theology.

Pre-professional advisors at Wofford assist students in planning programs of study appropriate to their interests and to the degree requirements of the college.

Advanced Placement

Wofford encourages the enrollment of students who have successfully participated in the Advanced Placement (AP) Program of the College Entrance Examination Board, a program of college-level courses and examinations for secondary school students. The college awards credit and exemption to students whose AP examination grades are at specified levels (see Catalogue chapter on Admission).

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 periods of work, 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 graduating men and women commissions as second lieutenants in the United States 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- or professional-school level. Delays in beginning active service may be granted to commissioned students who wish to attend law, medical, or dental school.

Uniforms, textbooks, and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays 80 percent of tuition and covers 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.

Participation in the Basic Program, normally undertaken in the freshman and sophomore years, is voluntary and involves no obligation for military service. The four courses in the Basic Program are intended to familiarize the student with military customs and organization, to introduce selected weapons, and to 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 who have successfully completed the six credit hours in the Basic Program, who meet the academic and physical standards, and who are selected on the further basis of leadership potential. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of JROTC may substitute for a portion of the Basic Program for this purpose.) The Advanced Program, normally taken during the junior and senior years, offers a total of twelve credit hours. The four courses include instruction in leadership, ethics, tactics, military law, administration, and exercise of command. Advanced Program cadets currently receive a tax-free allowance of $100 each month 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 years.

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 is commissioned in either the National Guard or the U.S. Army Reserve.
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. The activities presently offered are Rifle Team, Ranger Platoon, a chapter of the national military honor society Scabbard and Blade, and adventure activities such as rappelling, orienteering, whitewater rafting, and paint-ball wars. Participation is voluntary and no academic credit is awarded.

**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.

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**

Qualified students are urged to consider opportunities for study and travel in other countries. Such experiences offer invaluable educational enhancement and help develop appreciation for other peoples and other cultures.

Several examples of available foreign study programs are outlined below. Interested students may consult the President of the College regarding the Presidential Scholar opportunity, and the Foreign Study Advisor and the Registrar for information about the others.

**The Presidential Scholar**

Through the generosity of a friend of the College, one rising junior or senior annually is given financial support for a full year of study and travel in developing nations of the world. The recipient, known as the Presidential Scholar, is expected to plan a program of research and experience in at least five different language areas in the developing nations. This special opportunity is intended to expose students to diverse world cultures and some of the problems which define the contemporary world. There is only one Presidential Scholar each year, but because the Scholar is expected to share his or her experience with others upon return to Wofford, the entire campus community is made more aware of the diversity of human experience and of the importance of taking the developing nations into account.

**Wofford-Related Programs for Foreign Study**

Wofford's association with the Council on International Education Exchange (CIEE), the American Institute for Foreign Study (AIFS), and the Institute of European Studies (IES) makes available to Wofford students a number of opportunities for year-long, semester-long, and summer programs of study abroad in Austria, France, Italy, Great Britain, Germany, Spain, Czechoslovakia, Hungary, Poland, the USSR, Singapore, Thailand, Indonesia, Vietnam, Japan, China, Australia, Mexico, Costa Rica, Brazil, and the Dominican Republic.

These programs offer a wide variety of courses and specialized curricula; several do not require preparation in the language, but do require on-site language study. For the Wofford students who participate, credits in these programs are awarded by Wofford and thus are included in the computation of the cumulative grade-point averages of those students. Program costs are comparable to those of attending Wofford, plus international travel expenses; Wofford financial aid may be applied toward program costs.

Whether through Wofford or through another institution (see below), when a student undertakes an approved foreign study program whose calendar precludes his or her participation in the Wofford Interim in that year as ordinarily required, satisfactory completion of the foreign study program will stand in lieu of completion of an Interim project for that year.

**Other Foreign Study Programs**

Wofford students may apply directly to other American colleges and universities for participation in the variety of foreign study programs they sponsor in Europe, Latin America, Asia, and Africa. Credits awarded for courses passed with grades of C or higher in these programs may be accepted at Wofford as transfer hours (which do not affect the students' grade-point averages).

Wofford students have access also to various other opportunities for foreign study, such as travel/study projects in the Interim.

**Summer Session**

The summer session, conducted in two terms of five weeks each, begins each year in June and ends in August. 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.

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 teacher-certifying bodies of the various states, including South Carolina, have their own rules for applying course credits toward teachers' certificates, and teachers should acquaint themselves with these rules before enrolling in summer courses.
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 welcomes students from diverse racial, cultural, economic, and geographic backgrounds.

**Dates of Entrance**

Freshman and transfer students may enter the college in September, February, June, or July.

**Application Procedures**

Students interested in applying for admission should contact the Admissions Office for information and the application packet, which contains the necessary forms and instructions for freshman applicants. Transfer applicants will need, in addition, the College Evaluation Form for Transfer Students. It may be obtained from the Admissions Office.

Here is a summary of application procedures and policies.

1. Each person seeking admission must complete the Application for Admission and submit it with a $25 non-refundable application fee to the Admissions Office.

2. Transcripts and other documents regarding previous academic work provide important information about students' academic history and potential. For **freshman applicants**, secondary school transcripts and the Secondary School Report Form are required and are to be sent directly to the Admissions Office by the schools attended. For **transfer applicants**, transcripts of both secondary school and college work are required, as is the College Evaluation Form for Transfer Students, completed by appropriate officials of the colleges attended. All these materials are to be sent directly to the Admissions Office by the schools and colleges concerned.

3. The results of performance on standardized tests are helpful in assessing students' potential for success at Wofford. **Freshman applicants and transfer applicants** are required to submit either Scholastic Aptitude Test (SAT) scores or American College Testing Program (ACT) scores. For any applicant, Achievement Tests in two fields of interest are recommended but not required.

4. Letters of recommendation from teachers or other respected adults who know freshman or transfer applicants well are helpful in providing references less impersonal than scores, transcripts, and official evaluations. Such letters may be sent to the Director of Admissions.

5. A Medical History and Physical Examination Form will be sent to each accepted applicant. This form must be completed by a physician and returned to the Admissions Office before the student enrolls in the college.

**Admission Decisions**

Because the number of spaces available in the Wofford student body is limited, it is advisable to apply early. The table below indicates the two application deadlines and the corresponding notification dates.

<table>
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<tr>
<th>Notification Priority</th>
<th>If Completed Application Is Received By</th>
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<tbody>
<tr>
<td>First</td>
<td>December 1</td>
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<tr>
<td>Second</td>
<td>February 1</td>
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<td>March 1</td>
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</table>

Students whose completed applications are received after February 1 will be notified of their status on a rolling basis after March 1.

Students admitted for the fall semester may reserve space in the student body by submitting the required deposits on or before May 1. These deposits, which are not refundable, are $200 for resident students and $150 for commuting students. The deposits are applied toward the comprehensive fees due for the fall semester (or, for students entering Wofford in the spring semester, are applied toward the comprehensive fees due for that semester). Available spaces in campus residence halls are limited and assignments to them are made according to the dates the deposits are received by the Admissions Office.

**Interviews and Campus Visits**

Applicants and other interested students are encouraged to visit the campus and talk with college representatives, who can serve visitors more effectively when arrangements are made in advance. Appointments for interviews, admissions presentations, and campus tours can be scheduled for weekdays between 9 a.m. and 4 p.m. and for Saturdays between 9 a.m. and noon. Also, twice each year the college hosts campus visitation programs for high school juniors and seniors.

Interested students and parents should contact the Admissions Office for further information about these and other opportunities for visiting the campus. The Admissions Office telephone is (803) 597-4130, and the Office is located in Hugh S. Black Hall.
Requirements for Admission

Students should prepare for the challenges at Wofford by taking strong academic programs 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 for admission, it is strongly recommended that applicants’ high school study include the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
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<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>
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<tr>
<td>Foreign Language</td>
<td>2 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Each applicant is judged on his or her merit as a potential Wofford student. In reaching each of its decisions, the Committee on Admissions pays particular attention to the applicant’s courses, level of curriculum, class rank, test scores, grades, extracurricular leadership, and recommendations from the guidance counselor and the Wofford admissions counselor.

The college will consider applicants whose educational circumstances are unusual. Students desiring to enter Wofford prior to obtaining a high school diploma, for example, and students who by non-traditional means have obtained the equivalent of admission requirements will be considered on an individual basis. The Committee on Admissions carefully reviews such applicants and may grant admission upon evidence of superior ability and maturity. An interview with the Director of Admissions is strongly suggested for these applicants.

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 that they are eligible for readmission to the institutions they last attended and that they meet the regulations governing admission of students to Wofford College. To be eligible for admission, transfer applicants are expected to present grade-point averages of at least 2.50 from accredited four-year colleges or at least 3.00 from accredited two-year colleges. 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 might be warranted.

Transcripts of prior college work will be evaluated by the Registrar at Wofford. When questions arise regarding the equivalence 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 two-year college is sixty-two semester hours, exclusive of credit in basic military science. No more than two semester hours in physical education will be accepted. Transfer students should be reminded of Wofford’s residency requirement, which stipulates that the senior year of work (at least thirty semester hours) must be completed at Wofford College if a Wofford degree is to be awarded.

Students who attend certain technical institutes in programs leading to Associate of Arts or Associate of Science degrees may receive credit toward a Wofford degree, but the college does not accept for credit any course work completed by correspondence, television, or extension. For further information consult the Registrar.

Readmission of Former Students

A student who has withdrawn from Wofford and who wishes to return must apply, normally to the Registrar, for readmission. But former students who have attended other institutions of higher learning for more than two semesters since leaving Wofford must reapply through the Admissions Office, as transfer students. If any former student seeking readmission has attended any other institution(s) of higher learning during his or her absence from Wofford, official transcripts of work undertaken must be submitted, together with statements of honorable dismissal, by the other institution(s).

Dual Enrollment for High School Juniors and Seniors

Wofford College offers a program of dual enrollment through which qualified students may combine high school study with study in college. Application may be made by writing to the Director of Admissions.

The dual enrollment program provides opportunity for students to take semester courses at Wofford while they are still enrolled in high school as juniors or seniors. The limit is two such courses per semester, but normally the dual-enrollment student would take only one at a time. 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, must rank in the upper fifth of their class, and must be recommended by their principals. The course fees for students in this program in the 1991-92 academic year amount to $50 per semester-hour of work taken. If at a later time students want the credits transferred to another college or university, they pay in addition the difference between the $50 per-semester-hour fee and the then-current full semester-hour fee. For those students who enroll at Wofford as full-time college students, there is no additional charge for these credits.
Examination-Based Credits

The College-Level Examination Program and the Advanced Placement Program, described below, are two testing programs through which students, particularly entering freshmen, may earn exemption and credit for required or elective college courses. Each of the programs accomplishes generally the same purpose and, therefore, it is not necessary to take the same test in more than one program. Students who need further information about the two programs and Wofford’s policies regarding them may consult the Registrar.

Credits may also be awarded on the basis of DANTES and military experience and schools. Military personnel should contact the Registrar for information regarding Wofford’s policy on 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)

While Wofford does not award credit on the basis of CLEP General Examinations, credit may be awarded for successful work on the Subject Examinations. Successful Subject Examination scores must be presented to the Registrar prior to matriculation.

Advanced Placement Program (AP)

The college accepts for exemption and credit scores of 3 or higher on most tests in this program. But in chemistry a score of 4 and a validation test are required before any credit is awarded; in Physics C examinations students must complete and make acceptable scores on both tests to receive exemption and/or credit; no credit is awarded on the basis of the Computer Science A test and a minimum score of 4 is required for exemption and/or credit to be awarded for the Computer Science AB test. High school juniors or seniors should consult their guidance counselors about taking AP courses and tests.

The International Baccalaureate Program (IB)

Wofford recognizes the International Baccalaureate Program, and awards credit and advanced placement for IB Higher level examinations passed with grades of 5 or higher. No credit is awarded for Subsidiary level examinations.

Educational Opportunities for Non-Traditional Applicants

Wofford College encourages individuals who are not of traditional high school age or background, including military veterans or career military personnel, to pursue educational programs leading to the undergraduate degree. So that the college can outline specific academic programs and provide counsel in general, people who are interested in these educational possibilities are urged to confer with the Director of Admissions and the Registrar and to submit their credentials for evaluation.
Student Services

Franklin W. Olin Building, 1991
The Deans and the Registrar exercise general supervision over the student services programs. Services are available through the financial aid office, the residence halls, counseling and advising programs, health facilities, the office of the Chaplain, and the office of career services and placement. All of these are intended to help 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 students 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 new transfer students. During the periods of orientation, which are held at the opening of the fall and spring semesters, participation in programs of planned activities 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.

Advising and Counseling Programs

Faculty Advising for Freshmen and Sophomores

Each new student is assigned to a faculty advisor for the first two years at Wofford. 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. Special steps may be taken to ensure that students on academic probation avail themselves of advising services.

Faculty Advising for Juniors and Seniors

Toward the end of the sophomore year, students are to specify the academic department or program in which they intend to major. When that step is taken, the department chairman or faculty coordinator in the intended major becomes the student's advisor for the junior and senior years. During that time, students may and should consult their advisors on all matters concerning their majors and related work.

Advising for Transfer Students

The procedures and services described in the two sections immediately above also apply to students who enter Wofford on transfer from other institutions. The individual arrangements are specific to the stage at which the student enters.

Pre-Professional and Program Advising

Designated members of the faculty serve as advisors to students in certain particular study programs which cut across majors and classes. These programs include those for studies leading toward professional schools in medicine, dentistry, nursing, veterinary medicine, pharmacy, Christian ministry, engineering, and law; for preparation for certification in secondary-school teaching; and for study abroad. Advisors and students in these programs work together to outline for the students plans of study and procedure which are appropriate to the student's interests, to the requirements of the non-Wofford agencies and institutions involved, and to the degree requirements of the college.

The Office of the Chaplain

The Chaplain is available to students and all other persons of the college community—faculty members, administrators, staff members, and parents—for personal counseling.

The Office of Career Services and Placement

The Office of Career Services and Placement offers a wide variety of career development services for Wofford students, prospective students and alumni. To assist those exploring career options, the staff offers vocational preference testing, counseling, and other resources designed to enhance self-awareness, to widen awareness of career possibilities, and to develop opportunities for work experience (including internships). The office offers a career library, reports of recent graduate trends, information about graduate and professional schools, and a career speakers series.

For seniors or alumni the staff offers various services including assistance in the preparation of resumes and business correspondence, the development of job-search strategies and interview techniques, and the identification of potential employers or graduate programs. The office notifies students of job opportunities in which they may have interest, and it coordinates campus interviewing by employers and professional schools.

The director coordinates the cooperative education program, an arrangement which permits students to work toward the completion of degree requirements and also have career-related work experience. This opportunity is described more fully elsewhere in the Catalogue.
Student Health Services

The college maintains on campus an infirmary staffed by a registered nurse, with college physicians on call. Preventive as well as remedial attention is given. The comprehensive fee paid by a resident student entitles him or her to medical care by the college nurse or college physicians in ordinary cases of sickness and accidents. Bed care in the infirmary is available for a limited time for minor illnesses when necessary. The fee does not provide, and the college does not assume, the cost of X-rays, special medications, special nurses, consulting physicians, surgical operations, laboratory tests, treatment of chronic conditions, convalescence from operations, or care in other hospitals. A voluntary health and accident insurance program is available and students receive details on the program prior to registration each fall.

Wofford participates in a referral program operated by the Spartanburg Alcohol and Drug Abuse Commission so that when the need is indicated, students and employees may receive professional counseling and assistance.

Student Employment

A limited number of part-time jobs are available on the campus and there are also opportunities for part-time off-campus employment in Spartanburg. Students who are interested in securing part-time work should consult with the Coordinator of Student Employment in the Career Services Office. While many Wofford students hold part-time jobs, experience has shown that in the freshman year only the most able students can hold regular outside employment of more than 10-20 hours per week and at the same time do satisfactory academic work. The first-year student therefore should be guided accordingly.

Financial Aid Services

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

Residence Halls

The college operates six residence halls accommodating approximately eighty percent of the student body. Residence hall life is an important part of the educational experience at Wofford.

While a few single rooms are available, most residence hall rooms are designated for double occupancy. The rooms are equipped with basic furnishings: single beds, mattresses, dressers, desks, and chairs. Residents are expected to supply their own drapes, pictures, bedspreads, rugs, and lamps if they wish to have them. In addition, residents are responsible for furnishing their bed linens, blankets, and towels.

Insofar as facilities permit, resident students, including freshmen, are assigned to rooms with requested roommates.

On each residence hall floor, student resident assistants, selected for their abilities to assist and advise their fellow students, help develop the residential community. They work with the Dean of Students to create an atmosphere conducive to the well-being of all students, and to develop among residents the recognition that they themselves must be responsible for maintaining such an atmosphere. Resident assistants also are alert to the needs of students who have academic or other personal problems.

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

Religious Life

As a Christian institution related to the United Methodist Church, Wofford seeks to create a campus atmosphere congenial to the development of Christian character. The Methodist heritage fosters on the campus an ecumenical appreciation of many denominations and a free exchange of ideas.

Religious life activities under the direction of the Chaplain include regular Sunday morning worship services in Leonard Auditorium and weekly celebration of Holy Communion in Mickel Chapel. In addition, denominational groups have regular services and meetings, and periodic lectures, forums, and convocations dealing with issues of religion and ethics are made available to the campus community.

Academic exposure of Wofford students to studies in religion and philosophy is assured by the requirement that each student successfully complete at least one course in each of the two departments before graduation. Each of the two also offers a major, as well as ample opportunity for students to take elective courses in the departments.

Student Regulations

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

A motor vehicle operated on the 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 to comply.

Residence Regulations

All single full-time students, except those commuting daily from their parents' homes or the homes of other relatives (i.e., grandparents, aunts, uncles, or married brothers or sisters) are required to live in the college residence halls and to take their meals in the college dining hall. Exceptions may be granted by the college, upon application, to students who are in active military service or who are veterans of two years of military service, students who are regularly employed thirty-five hours or more each week and whose schedules would make living in the residence halls or taking meals in the dining hall impractical, or students who for reasons of health, certified by a physician or practicing psychologist, have residence or dietary needs which could not be met in the residence halls or 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 pays a $50 security deposit which is held by the college as long as the student reserves or resides in college housing. When there are residence hall damages for which a student is responsible, the student will be charged for them and the charges will be deducted from the deposit. 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 and make a non-refundable $200 room reservation deposit to obtain a room assignment for the next year.

Student Activities

Wofford maintains a program of student activities which complement and support the academic program in achieving the college's purpose.

Student Volunteer Services

Because part of the goal of the Wofford experience is to lead students to prepare for lives of service to their communities and to people generally, the college fosters a comprehensive program of student volunteer services, developed and coordinated by the Office of the Chaplain. In this program, student volunteers serve in a number of Spartanburg social agencies which provide services and assistance to people in need.

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.

Alpha Psi Omega: To recognize excellence in dramatic arts.

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.

Beta Beta Beta: To recognize and promote excellence in the study and understanding of biological science.
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.

Debate Team: To develop skills and competition in reasoned argument.

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.

International Club: To encourage study abroad; to act as a support group for students studying abroad and those preparing to do so; to aid in the readjustment of students returning from study abroad; and to promote international interest on campus.

Mu Beta Psi: To recognize students for contribution and service to campus music organizations.

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

Phi Alpha Delta: To foster interest in legal careers and disseminate information concerning all aspects of the legal profession.

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-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 civic, recreational, and charitable activities.

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.

Music Organizations

Glee Club: To give qualified students the opportunity to develop and use choral music skills. The Glee Club makes numerous public appearances.

Women’s Ensemble: To give qualified students the opportunity to develop and use choral music skills. The Women’s Ensemble makes numerous public appearances.


Concert Choir: To give qualified students the opportunity to develop and use choral music skills in a coeducational choir. The Concert Choir makes numerous public appearances.
Pep Band: To give students with previous instrumental experience the opportunity to develop their musical skills through rehearsals and public appearances at athletic and other college events.

Wofford Singers: To give selected students the opportunity to perform in a show choir for college and civic functions.

Social Fraternities

Interfraternity Council is the executive body for six 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:
- Kappa Alpha
- Pi Kappa Alpha
- Kappa Alpha Psi
- Pi Kappa Phi
- Kappa Sigma
- Sigma Alpha Epsilon
- Omega Psi Phi
- Sigma Nu

The Wofford College Panhellenic Council is composed of representatives from all eligible women's fraternities and sororities on campus. The Council 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 Alpha Theta
- Kappa Delta
- Zeta Tau Alpha

Represented at Wofford are three sororities affiliated with the National Panhellenic Conference. These are not Wofford College organizations, but are local chapters which accept members from all area colleges:
- Alpha Kappa Alpha
- Delta Sigma Theta
- Zeta Phi Beta

Athletics

Wofford's program of intramural sports provides for the organization and participation of intramural teams in various sports, including softball, touch football, basketball, racquetball, 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.

Recognizing that a program of intercollegiate athletics conducted in accord with high amateur standards is also an important part of college life, Wofford fields intercollegiate teams in football, basketball, baseball, cross country, tennis, golf, soccer, and volleyball. The college is a member of the National Collegiate Athletic Association and conforms to its rules and requirements.

Publications

A Publications Board composed of students and faculty members exercises financial control over the three principal student publications and elects their editors and assistant editors. In addition, the Board is at the service of the student staffs for suggestions or advice concerning their work.

Publications under the jurisdiction of the Board are the Old Gold and Black, a 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 intended to represent the best intellectual life of the student body. It publishes stories, poetry, essays, drawings, and photographs. It is produced once or twice during the school year.

The Bohemian is published annually near the close of the year. 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.

Standards 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:

**Academic Major Awards:** Given by faculty 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 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 1890.

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

**The President's Award:** Given in those years in which a senior has made unusual contributions to the college.

**The Walter E. Hudgins Award:** A medallion and a cash prize from an endowment fund created with memorial gifts and a bequest from the estate of Dr. Walter Hudgins, who was Professor of Philosophy at Wofford from 1972 until his death in 1986, to honor students who not only perform well in class but also display intellectual curiosity and zest for learning and life outside the regular academic curriculum.

**The Presidential Scholar Award:** Given to a rising junior or senior selected annually to plan and conduct a year of study and travel in developing nations of the world. A stipend covers costs. This unique opportunity is provided by a friend of the college to expose students to the diversity of cultures and problems which define the contemporary world.

**The Arthur B. and Ida Mae S. Rivers Award:** Presented annually to the member of the senior class who most exemplifies traits of integrity, virtue, gentleness, and character. This award is supported by an endowment fund given by Colonel (Ret.) R. Stafford Rivers, of Columbia, South Carolina, in memory of his parents.

**The Switzer/Pi Kappa Phi Fraternity Leadership Award:** Presented annually to the senior member of Zeta Chapter of Pi Kappa Phi who best exemplifies the standards of excellence in leadership, academics, and social responsibility that are the foundations of both Wofford College and the fraternity. The award plaque and the permanently displayed cup are given by James Layton Switzer, Class of 1980, and Paul Kent Switzer, Class of 1977.
Finances

Walter K. Greene Hall, 1950
### Fees

For each academic year, the Board of Trustees of the college establishes comprehensive fees for resident and commuting students. These fees are set at the levels required for meeting the costs of the college's program, after those costs have been offset at the rate of more than $2,000 per student by endowment and other investment earnings and annual gifts from alumni, parents, businesses, United Methodist churches, and other friends of the college.

The schedule for 1991-92 fee payment was set as follows:

<table>
<thead>
<tr>
<th>Payment Period 1</th>
<th>Payment Period 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident student</td>
<td>$7,750</td>
</tr>
<tr>
<td>Commuting student</td>
<td>$5,440</td>
</tr>
</tbody>
</table>

The first payment period includes the fall semester and the Interim. The fee is due prior to registration for the fall semester. 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 second payment period is for the spring semester and payment is due prior to registration for that 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 (but note that the staff of the annual has the authority to make additional charges for personal photographs appearing in it) and subscriptions to other student publications, admission 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 Vice President for Business.

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 reserves or 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.

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

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

Summer fees are shown in the summer session brochure.

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

   - When the Student Has Been Enrolled: Two weeks or less of the semester, 80% return; From two to four weeks of the semester, 60% return; From four to six weeks of the semester, 40% return; From six to eight weeks of the semester, 20% return; Over eight weeks of the semester, 0% return.

   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 which students may incur. 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 financial obligations to the college, including payment due on any student loans made under federally governed programs administered by the college's Financial Aid Office.

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 commuting students are required to pay non-refundable deposits to reserve their places in the student body for the next year. The amount of required deposit is $200 for resident students and $150 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.

All reservation deposits paid, including those paid by entering freshmen and transfer students, are non-refundable.

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. 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.
Financial Assistance

Wofford College helps many students meet their educational expenses through its financial aid program, which 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, but 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 Director, who 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. Appropriate forms may be obtained from high school guidance offices or from the financial aid office at any college or university.

Through generous gifts by friends of the college, a number of 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, grants, employment, and loans. Aid is limited for summer school, although loans and work are sometimes available. Pell Grants 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 scholarships because they are working (in Co-Op positions) during a regular semester, they may use them to help meet their expenses for summer terms. 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 on financial need may not be awarded in excess of the amount required for meeting the student's educational expenses. This means that for a resident student no Wofford scholarship or grant, and no combination of awards which includes a Wofford scholarship or grant, may exceed the total of the comprehensive fee and an allowance for books; and for a commuting student no such scholarship, grant, or combination of awards may exceed the total of tuition and fees and an allowance for books. In no case may the book allowance exceed the college's budgeted allowance for books and supplies.

**Rule On Satisfactory Academic Progress**

To receive assistance from the federal aid programs—Pell Grants, Supplemental Grants, College Work-Study, Perkins National Direct Student Loans, Stafford Student Loans (formerly called Guaranteed Student Loans), Parent Loans for Undergraduate Students—or from funds 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.

Satisfactory progress requires that the student's grades be above the level for exclusion (scholarships require a grade average of 2.75). Academic exclusion is determined on the basis of the student's cumulative grade-point average, as explained elsewhere in this Catalogue.

In addition, satisfactory progress requires the student to earn twenty-four semester hours each academic year (September-August) if enrolled full-time. For the part-time student the requirement of hours earned for satisfactory progress will be prorated on the basis of the student's enrollment status (half-time, three-quarter time, etc.). A student should consult the Director of Financial Aid to determine the number of hours required in his or her individual case.

Upon re-entering the college, the excluded student may re-establish satisfactory progress by earning grades which are high enough to bring the cumulative grade-point average above the exclusion level or by earning a 2.0 on at least twelve hours. The student will not be given federal or college funds controlled by the Financial Aid Office until that has been done. 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.

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. For loan programs there are maximum amounts which can be borrowed while pursuing an undergraduate degree. Certain college funds (academic scholarships and Tuition Exchange awards, for example) 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 Vice President for Research and Enrollment, and one faculty member.
Grants and Scholarships

The Scholars Programs — A number of major four-year scholarships ranging in value from $1,000 to almost $14,000 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 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. Students who think they may qualify for this scholarship program should ask their guidance counselors or the Wofford admissions staff for more information.

Several major scholarships in the Wofford Scholars Programs 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 here and described individually later in this chapter:

- Cleveland Scholars
- Crenshaw Scholars
- Dana Scholars
- Daniel Scholars
- Dean's Scholars
- Gosnell Scholars
- Harper Scholars
- Hipp Scholars
- Holcombe Scholars
- Holloway Scholars
- Leonard Scholars
- Loftin Scholars
- McAlister Scholars
- McCalla Scholars
- Richardson Scholars
- Sessoms Scholars
- Springs Scholars
- Switzer Scholars
- Wickware Scholars
- Witan Scholars
- Anna Todd Wofford Scholars
- Benjamin Wofford Scholars
- Wofford AAAS 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 college.

Wofford General Academic Scholarships — These awards range from $500 to $2,000 per year on the basis of financial need and grade-point average (2.75 minimum). They are awarded annually, but are renewable. They are funded in most part by the general and endowed scholarships listed in this section.

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

- Ministerial students, all denominations: $1,000 per school year
- Children of United Methodist ministers: $1,000 per school year

A student preparing for the ministry and accepting grants under this 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 a church of another denomination.

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

Athletic Grants — Athletic grants-in-aid are available in most sports. Applications should be made with the Director of Athletics.

Tuition Exchange — Tuition Exchange is a program whereby students whose parents are employed by other participating colleges and universities may receive a waiver of tuition to attend Wofford. Because a large number of students have chosen to attend Wofford under Tuition Exchange, there is only a limited number of openings for additional students under the program.

Army ROTC Scholarships — The United States Army offers financial assistance to qualified students in the form of four-year and three-year scholarships and reserve force duty two-year scholarships. These ROTC scholarships pay eighty percent of college tuition and cover 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.

Pell Grants — Pell Grants are awarded directly to students by the federal government. The amount for which a student is eligible is determined individually by the U.S. 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. Applications forms are available through high schools, college financial aid offices, and the Tuition Grants Commission, P.O. Box 12159, Columbia, South Carolina 29211. Tuition grants are made for one year but may be renewed. Grants up to $3,560 may be made to students attending Wofford during the 1991-92 academic year. 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 South Carolina Vocational Rehabilitation Department awards scholarships to certain persons having vocational handicaps due to physical disabilities.

Private and Regional Grants

Milliken & Company Scholarships — These grants provide $2,000 per year to employees or to sons or daughters of employees of Milliken & Company on the basis of scholarship, character, and need. They are awarded through the South Carolina 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 $1,800 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, South Carolina. Information can be obtained from the Sirrine Scholarship Program, P.O. Box 2848, Greenville, South Carolina 29602.

Kittie M. Fairley Scholarships — This program was established by Mrs. Kittie M. Fairley to assist eligible students attending colleges and universities in South Carolina. The scholarships are administered by the Kittie M. Fairley Scholarship Fund, Trust Department, South Carolina National Bank, Columbia, South Carolina 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 the C. G. Fuller Scholarship Fund, NCNB National Bank of South Carolina, P.O. Box 2307, Columbia, South Carolina 29202.

Student Employment

Part-time jobs for students are sometimes available on the campus and in the community. Application for such work should be made to the Coordinator of Student Employment in the Career Services Office. 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. The college also offers a number of jobs without regard to students' financial need.

Student Loans

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

Carl D. Perkins National Direct Student Loans — This program provides loans for students who are enrolled at least half-time. Repayment of principal and five percent interest begins after the student leaves college.

Stafford Student Loans — This program, formerly called Guaranteed Student Loans, allows middle-income students to borrow from a participat-
The George Cotton Smith Adams Endowed Scholarship Fund was established shortly after Dr. Adams' death in 1981 by his widow, Adaline Holaday Adams, 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 Eugene F. Alexander Memorial Endowed Scholarship Fund was established in 1986 by friends and family members in memory of Eugene F. Alexander, beloved head basketball coach at Wofford from 1958 to 1977. Preference for awards from this fund is given to members of the men's basketball team whose determination and desire for excellence reflect the characteristics of leadership instilled by Coach Alexander during his lifetime.

The Paul and Cathryn Anderson Endowed Scholarship Fund was established in 1987 by Paul and Cathryn Anderson of Farlington, Kansas. Mr. Anderson is a member of the Class of 1930 and a native of White Stone, South Carolina. Mrs. Anderson, a native of Birmingham, Alabama, died in 1989.

The Bernard M. Baruch Scholarship Fund was established by Mr. Bernard M. Baruch of New York, New York and Georgetown, South Carolina, in February 1939 for worthy students who possess outstanding qualities and promise.

The Robert P. Bethea Endowed Scholarship Fund was established in 1986 by Dr. Robert P. Bethea, Class of 1965, of Columbia, South Carolina. Proceeds from this fund are awarded annually to deserving students on the basis of outstanding character, academic achievement, leadership potential, and the promise of future contributions to society.

The Bishop-Booth Memorial Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. S. Hart Booth, Jr., in memory of their parents, Mr. and Mrs. Robert Joseph Bishop, and the Reverend and Mrs. Stannie Hart Booth. Mr. Booth is a member of the Class of 1931. Awards from this fund are made annually to deserving students on the basis of financial need, outstanding character, and academic merit. The awards carry with them the desire of the donors that recipients feel a sense of obligation to repay the aid received, for the benefit of future students.

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

The Boys' Home of the South Endowed Scholarship Fund was created in 1985 with a bequest from Mrs. Byrd B. Holmes of Greenville, South Carolina. Her will stipulated that scholarships from this fund be designated for young men who have been living at the Boys' Home of the South in Belton, South Carolina.

The William H. Brabham Memorial Endowed Scholarship Fund was started in 1985 by family members and friends in memory of William H. Brabham, Class of 1971. Preference for awards from the fund is given to students who demonstrate financial need, have completed satisfactorily at least one semester at Wofford, and plan to major in history. Within these parameters, priority is given to children of United Methodist ministers. If no students meeting these requirements are available, the college may select recipients at its discretion, with emphasis upon history majors.

The Thomas N. Brittain Endowed Scholarship Fund was established in 1985 by members of the First United Methodist Church of Myrtle Beach, South Carolina, in honor of Tom Brittain, Class of 1947, who was minister there for many years. Priority for awards from this fund is given to United Methodist students with demonstrated financial need and interest in pre-ministry.

The Albert Bryan Bullington, Sr., Memorial Endowed Athletic Scholarship Fund was established in 1987 by family members and friends in memory of A. B. Bullington, Class of 1933. Mr. Bullington played varsity basketball while a student at Wofford, and became one of the most loyal and generous of Terrier supporters as an alumnus. Priority for scholarships from this fund goes to students who participate in Wofford's intercollegiate basketball program.

The E. C. Burnett, Jr., and Lucy B. Burnett Endowed Scholarship Fund was established in 1989 by their children, Judge E. C. Burnett, III, Class of 1964, of Spartanburg, and Mrs. Glenn Burnett Bowen of Kingsport, Tennessee. Preference for awards from this fund goes to pre-law students from South Carolina who have outstanding character, demonstrate financial need, possess strong leadership skills, have proven scholastic records, and are active in extracurricular activities.

The Professor and Mrs. Charles E. Cauthen Scholarship Fund was established in memory of Professor and Mrs. Cauthen by their children. The Cauthens were beloved members of the Wofford community, where Professor Cauthen, Class of 1917, served on the faculty from 1943 to 1964. Income from the fund is awarded annually to a deserving and needy student.

The Cecil Family Endowed Scholarship Fund was established in 1983 in memory of Levi Moffitt Cecil and Inez Felder Cecil by their son, Richard F. Cecil, Class of 1934, and his brothers and son, all of whom attended Wofford College. They include Moffitt, Class of 1935; Charles, Class of 1939; Henry, Class of 1942; Robert, Class of 1945; and Richard F., Jr., Class of 1966.

The Virginia L. Chaplin Endowed Scholarship Fund was established in 1983 by Alex H. Chaplin, Class of 1961, in honor of his mother, Virginia L. Chaplin. Income from the fund is awarded annually on the basis of need and merit.

The Dr. James Alburn Chiles, Sr., and Dr. James A. Chiles, Jr., Memorial Scholarship Fund was established in the will of Marie D. Chiles. Dr. James A. Chiles, Jr. was a member of the Class of 1931.
The Allen O. Clark Memorial Endowed Scholarship Fund was begun by friends and family members in memory of Allen O. Clark at the time of his death in 1980 and endowed by Mrs. Clark in 1986. Mr. Clark, Class of 1950, was a former president of the National Alumni Association and a loyal Wofford supporter. Awards from this fund are made 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 Fund was established by Mrs. Kathleen Copeland in memory of her husband, Alexander Copeland, Class of 1908. This award is given to students who have character, integrity, need, and an awareness that with receipt of this scholarship comes an obligation to help others enjoy similar benefits.

The Wade A. Corn Memorial Endowed Scholarship Fund was established in 1986 by friends and family members in memory of Wade A. Corn, Class of 1950, a member of the undefeated 1949 football team and a loyal supporter of Wofford athletics. Mrs. Corn, sons Skip, Class of 1973, and Buddy, Class of 1976, and daughter Linda endowed the fund in 1987. Preference for awards from the fund goes to married student-athletes whose character and ideals reflect those of Wade Corn.

The W. J. Bryan Crenshaw Endowed Scholarship Fund was established in 1982 by members of Buncombe Street United Methodist Church and other friends of Dr. Crenshaw. The scholarship honors the Reverend Crenshaw, Class of 1943, for his service to the South Carolina United Methodist Conference and to Wofford College, to whose Board of Trustees he has given leadership as a member (1970-1982, 1984-) and Chairman (1978-82). Award of this scholarship is based upon academic excellence, Christian leadership, and promise of contribution to society.

The Francis E. Cronenberg Endowed Scholarship Fund was started in 1982 with gifts from friends and family members in memory of Francis E. Cronenberg, Class of 1929, of Leesburg, Florida, one of Wofford’s most loyal supporters for many years. His wife and daughter endowed the fund in 1987.

The Ralph L. Crutchfield, Sr. Memorial Athletic Scholarship Fund was established in 1974 by Nell H. Crutchfield. Mr. Crutchfield was a member of the Class of 1947. The scholarship may be awarded to male varsity athletes in any sport on a year-to-year basis. Recipients are selected from among deserving candidates primarily on the basis of need.

The James Wilborn Cunningham Scholarship Fund was established in 1970 by the will of James Wilborn Cunningham, Class of 1911. Income from the fund is awarded annually on the basis of need, character, and academic merit.

The Eleanor Naylor Dana Endowed Science Scholarship Fund was established in 1983 with a gift from the Eleanor Naylor Dana Charitable Trust of New York, New York. Awards from this fund are reserved for students majoring in science.

The Charles E. Daniel Endowed Scholarship Fund provides awards annually to two entering freshmen. As Daniel Scholars, they receive 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. It is fitting that this scholar-
ship for identifying and developing leadership ability, leadership experience, intellectual ability, scholastic achievement, moral courage, and interest in mankind is named in memory of Charles E. Daniel.

The Dilla H. Darby Endowed Scholarship Fund was established in 1979 by Colonel James E. Darby in memory of his mother, Dilla H. Darby. The scholarship is given annually to selected Wofford College students who have been residents of South Carolina for at least five years.

The John DePaul Darrall Memorial Scholarship Fund was established in 1989 as a memorial to John DePaul Darrall of Atlanta, Georgia, by T. Alexander Evins. Mr. Evins, a friend and neighbor of Wofford, was Mr. Darrall's roommate and fraternity brother at the University of Georgia. Mr. Darrall died in 1988. Preference for the award is given to a student who intends to major in one of the traditional humanities and who possesses high talent, great potential, and the ability to work well with others.

The F. A. Dean Endowed Football Scholarship Fund was established in 1998 by Mrs. Lillie Mae Dean as a memorial to her husband, Mr. Francis Ashbury Dean, Class of 1927. Preference for selection as recipients of this scholarship will be given to participants in the college's intercollegiate football program.

The Walter and Johanna DeMopoulos Endowed Scholarship Fund was established in 1979 by the family to perpetuate an annual scholarship program initiated by the later Walter DeMopoulos in 1954. Awards are based on demonstrated financial need, scholastic achievement, and character.

The Magruder Dent Scholarship Fund was established in 1968 by the Dent family of Spartanburg, South Carolina, to provide scholarships for employees or children of employees of Mayfair Mills or worthy students from other textile-connected families.

The Phil Dickens Endowed Athletic Scholarship Fund was established in 1983 by friends, former players, and family of Phil Dickens, a most successful Wofford football coach (1947-52) who died in November 1983. Awards from this fund are made annually to one or more outstanding student-athletes from the football team who exemplify strength of character, an attribute Coach Dickens instilled in all his players.

The Harry Donald Dobbs Endowed Scholarship Fund was established by former students of H. Donald Dobbs, Professor of Biology and member of the Wofford faculty since 1955, in recognition of his outstanding commitment and leadership in classroom teaching. The scholarship is presented annually to outstanding students majoring in biology.

The Mrs. Alfred I. duPont Scholarship Fund 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, Class of 1925, in appreciation for his outstanding service to South Carolina public secondary education and to Wofford College, to whose Board of Trustees he provided leadership for a number of years as a member and as Chairman. The fund 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 Joseph H. Dusenbury Endowed Scholarship Fund was established in 1990 by Mrs. Joseph H. Dusenbury of Spartanburg, to honor the memory of her husband, a long-time Spartanburg resident and employee at Milliken Research Corporation. Scholarships from this fund are awarded annually to students on the basis of financial need, with preference given to students majoring in the sciences. Recipients are also expected to have demonstrated outstanding academic promise, leadership ability, and character.

The William B. and Syble R. Evins Endowed Scholarship Fund was started in 1990 by Dr. and Mrs. William B. Evins of Greenville, South Carolina. Dr. Evins is a 1956 graduate of Wofford, and practices orthopaedic medicine in Greenville. Preference in making awards from this fund will go to students interested in the field of sports medicine, who also demonstrate outstanding academic promise, leadership ability, and character. In the event that there is no eligible student interested in sports medicine, recipients may be selected from students interested in a health-related profession.

The Faculty Endowed Scholarship Fund was created in 1976 by a group of Wofford faculty members to assist able and deserving students and at the same time honor or remember members of the faculty.

The Fred W. Felkel Endowed Scholarship Fund was established in 1982 through the bequest of Fred W. Felkel, Class of 1909. As designated by his children and his widow of Anderson, South Carolina, the scholarship funds are for deserving students.

The Charles Madison Ferguson Memorial Endowed Scholarship Fund was created in 1986 by his wife, Janie Mayes Ferguson, and his daughter, Jane Ferguson Watson. Mr. Ferguson was a member of the Class of 1929. Scholarships from this fund are awarded to student-athletes who exemplify high qualities of character and show academic promise.

The James G. and Laura E. Ferguson Endowed Scholarship Fund was established in 1985 by Mr. and Mrs. James G. Ferguson of Laurens, South Carolina. Mr. Ferguson is a member of the Class of 1936. Priority for scholarships from this fund goes to students with outstanding academic credentials who are participants in either football, basketball, tennis, or golf, and who plan careers in either business, medicine, or the ministry.

The Harvey Stafford Floyd Endowed Scholarship Fund was established by Mr. Floyd's daughters, Harriet A. Floyd Sessoms of Atlanta, Georgia, and Lula Jane Floyd McClymont of Boston, Massachusetts in 1988. Mr. Floyd was a member of the Class of 1923. He was superintendent of schools at Ridge Springs for ten years and was principal at Hamer and South Elementary Schools in Dillon County for twenty-four years.

The George Waddell Fooshe Endowed Scholarship Fund was established by June Van Keuren Fooshe in 1979 in memory of George Waddell Fooshe, Class of 1895.
The J. E. Ford Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. J. E. Ford of Fairmont, North Carolina. Mr. Ford, a member of the Class of 1926, retired from public education in 1954 as superintendent of the Watts Mill area school which now bears his name. Mr. Ford died in 1988. Awards from this fund are given on the basis of demonstrated financial need, academic ability, outstanding character, and a strong sense of obligation to repay the aid received.

The M. Alex Foster Endowed Scholarship Fund was established by M. Alex Foster, Class of 1933. The scholarship, renewable for four years, is awarded to graduates of Dorman High School, Spartanburg, South Carolina, on the basis of academic ability and financial need.

The Philip F. Foster, Jr., Endowed Scholarship Fund was established in 1982 in memory of Philip F. "Flip" Foster, Jr., Class of 1982, by his family and friends. The scholarship is designated for male students interested in careers in medicine or in other health-science professions who demonstrate qualities of leadership and academic excellence. Financial need is not a factor in awarding scholarships from this fund.

The John Cary and Lilage Castles Fowler Endowed Scholarship Fund was established as a memorial by their family in 1989, including sons James R. Fowler, Class of 1952, John W. Fowler, and James R. Fowler, Jr., Class of 1982. Mr. Fowler, a 1920 Wofford graduate, was an educator prior to being named postmaster of Gaffney, South Carolina. Awards are made annually to a deserving student-athlete on the basis of character, leadership, and scholastic achievement.

The Sam Pate Gardner Endowed Ministerial Scholarship Fund was established in 1988 with a bequest from the estate of Mr. Gardner, Class of 1918, a hotel owner and real estate developer in the Murrells Inlet and Myrtle Beach areas of South Carolina. His will specifies that proceeds from this fund be used for scholarships for pre-ministerial students.

The Rosanna Richards Cary Endowed Scholarship Fund was established in 1989 as a memorial by her son, W. Alan Cary, Class of 1972. Awards from this fund are made to deserving students from the state of Georgia.

The Sam A. George Endowed Scholarship Fund was established in 1972 by Mr. and Mrs. Sam A. George in honor of their son, a member of the Class of 1958. Mr. George graduated with the Class of 1921.

The Georgia-Witan Endowed Scholarship Fund was established in 1968 by Wofford alumni from the Atlanta area, and was endowed in 1987. Awards from the fund are made annually to outstanding students from the state of Georgia.

The Melvin I. Gibbs Endowed Scholarship Fund was established in 1985 by Mr. Jimmy Gibbs of Spartanburg, South Carolina, in memory of his father, Melvin I. "Razor" Gibbs, Class of 1943, who earned sixteen letters as a Wofford athlete. His son chose a scholarship, awarded annually to an outstanding football recruit, as the best way to perpetuate his memory.

The J. Stokes Gillespie Endowed Scholarship Fund was established in 1987 by James Stokes Gillespie, Class of 1933, of Ridgewood, New Jersey. As a student, Mr. Gillespie was an active scholar and campus citizen, and this scholarship is awarded to deserving students who demonstrate outstanding academic potential.

The Glenn-Hardin Memorial Scholarship Fund was established by Mrs. Elizabeth G. Richardson of Chester, South Carolina, in 1960 as a memorial to John Lyles Glenn, Class of 1879, and Lyles Glenn Hardin, Class of 1935.

The Fred A. Gosnell, Sr., and Family Endowed Scholarship Fund was provided through the generosity of the late Fred A. Gosnell, Sr., Class of 1914, and his family. The fund provides annual, renewable scholarships for students on the basis of character, academic ability, and financial need. Except for the three scholarships named in honor of Wofford College presidents, the awards are restricted to graduates of Dorman High School, Spartanburg, South Carolina, and of Chapman High School, Inman, South Carolina. Recipients are nominated by their high schools and selected by Wofford in the spring of each year. The scholarships awarded under the program include the following:

Fred A. Gosnell, Sr., Scholarship — Ten awards bearing the name of the founder of the program.
Addie Sue Gosnell Scholarship — Named during Mr. Gosnell’s lifetime in honor of Mrs. Gosnell.
J. Holland Gosnell Scholarship — Named in memory of Mr. Gosnell’s father, a distinguished Spartanburg County citizen and a leader in obtaining better public schools.
Cullen Bryant Gosnell Scholarship — Named in memory of Mr. Gosnell’s brother, a graduate of Wofford College and a distinguished teacher of political science.
Susie G. Mangum Scholarship — Named in memory of Mr. Gosnell’s sister.
Allen O. Clark Scholarship — Named for the late Allen O. Clark, a graduate of Wofford College and a distinguished educator, for many years principal of Dorman High School in Spartanburg, and later superintendent of Spartanburg County School District 6.
Paul M. Dorman Scholarship — Named for the late Paul M. Dorman, distinguished educator and for many years superintendent of Spartanburg County School District 6. Dorman High School is named in his honor.
Charles F. Marsh Scholarship — Named in honor of the seventh president of Wofford College.
Paul Hardin III Scholarship — Named in honor of the eighth president of Wofford College.
Joah M. Lesesne, Jr. Scholarship — Named in honor of the ninth president of Wofford College.
The Thomas Henry Gossett Scholarship Fund was established by Mr. T. H. Gossett of Spartanburg, South Carolina, for deserving orphans from Spartanburg County or the state of South Carolina.

The W. L. Gray Sr. Endowed Scholarship Fund was established by Dr. Wil Lou Gray in memory of her father, W. L. Gray, Class of 1876, and her brothers, Albert Dial Gray and Robert Coke Gray, for worthy and needy students.

The R. Earle Gregory and Ellen G. Gregory Endowed Leadership Scholarship Fund was established in 1986 by Robert E. Gregory, Class of 1964, in memory of his parents. Awards from this fund will be made to deserving students who would not be able to attend Wofford College without financial assistance. Recipients must demonstrate a potential for leadership through a record of academic achievement, extracurricular activities, and leadership positions held.

The DeWitt L. Harper Endowed Scholarship Fund was established in 1985 by Mrs. DeWitt L. Harper in memory of her husband, Class of 1921, a distinguished physician in Greenville, South Carolina. Preference in awarding scholarships from this fund is given to students planning to enter the medical and health service fields who demonstrate leadership, academic excellence, and outstanding character. Awards may be made to other outstanding students if no students planning medical-related careers are available.

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

The H. Moody Henry Endowed Scholarship Fund was established in 1990 in memory of Mr. Henry by his wife and daughter. Mr. Henry was a 1927 graduate of Wofford where he was a member of Blue Key and Pi Kappa Delta. He held a master's degree from the University of South Carolina, and he studied at Harvard University and the University of Virginia. His commitment to Wofford is expressed in this scholarship awarded annually to a junior or senior student, with preference to those pursuing careers in the field of education. The scholarship is awarded on the basis of financial need, the sincere desire to receive an education, character, and good academic standing.

The Boyd C. Hipp II Endowed Scholarship Fund provides awards for rising juniors who plan to enter the field of business. The selection committee considers qualities such as academic performance; character and integrity; self-reliance, initiative, and resourcefulness; ability to communicate clearly and effectively; successful relationships with people; energy and physical vigor; leadership capacity; and a desire to serve. The scholarship is provided through an endowment established by Boyd C. Hipp, Class of 1974. The scholarship may pay up to the amount of tuition and fees annually.

The Neville Holcombe Endowed Scholarship Fund was established in 1982 by friends and family of Mr. Holcombe, Class of 1926, a distinguished Spartanburg attorney and former mayor of the city, in honor of his eightieth birthday. The scholarship is awarded annually to a deserving pre-law student who demonstrates academic promise and the potential for excellence in the field of law.

The Holler-Hobbs Scholarship Fund was established by Martha Miller Holler Hobbs in memory of her husband, Edwin W. Hobbs, Jr., her father, the Reverend A. E. Holler, and his brothers, Emory A., Eugene M., and the Reverend John D. Holler, and 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 Fund 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 George Holliday's keen interest in golf.

The Martin L. Holloway Endowed Scholarship Fund was established in 1983 by Marvin L. Holloway, Class of 1933, who announced his gift at the 50th reunion of his class. The scholarships are awarded to upperclass business students with outstanding academic records and strong leadership potential.

The Byrd B. Holmes Endowed Scholarship Fund was made possible through a bequest from Mrs. Byrd B. Holmes of Greenville, South Carolina. Awards from this fund are not restricted, and are made to outstanding, deserving students.

The William Stanley Hoole Endowed Scholarship Fund was created in 1991 with a bequest from Dr. Hoole's estate. Dr. Hoole, who died in 1990 at the age of 87, was a nationally known author, scholar, teacher, and librarian, most notably serving as the dean of libraries at the University of Alabama. He was one of the few men to hold three degrees from Wofford: an A.B. in 1924, an A.M. in 1931, and the honorary Litt. D. in 1954.

The Hucks-Jones Endowed Scholarship Fund was established in 1988 by Mr. Herbert Hucks, Jr., Class of 1934, and his wife, Sarah Steele Jones Hucks of Spartanburg, South Carolina, in memory of their fathers, Herbert Hucks, Class of 1911, and Edward Samuel Jones, Class of 1894. Scholarships from this fund are awarded to a junior or senior majoring in French or German with at least a B+ average.

The James G. Huggin Endowed Scholarship Fund was established in 1984 primarily by his daughter and son-in-law and other members of the family to honor this distinguished Wofford graduate, Class of 1925, upon whom the college bestowed the Doctor of Divinity degree in 1954. Dr. Huggin served Wofford College and the United Methodist Church faithfully, mostly in North Carolina parishes, until his death in 1982. Proceeds from the fund are intended for the assistance of full-time Wofford students of good character who have financial need and good academic standing. Priority for awards goes to students from the area of High Point, North Carolina, but if no candidates are available from that area, any North Carolina students and then students from outside North Carolina may be considered. Because need is the basic criterion for the award, the amounts awarded and number of recipients may vary from year to year.
The Senator Olin D. Johnston Memorial Endowed Scholarship Fund was established in 1968 by Mrs. Olin D. Johnston of Spartanburg, South Carolina, in memory of her husband, Class of 1921. Character, financial need, and scholastic achievement are considered in awarding the scholarship.

The Lewis P. Jones Endowed Scholarship Fund was created in 1987 by friends and former students of Lewis Pinckney Jones, Class of 1938, at the time of his retirement from the Wofford faculty as the William R. Kenan, Jr., Professor of History and Chairman of the Department of History. Dr. Jones was the senior member of the faculty when he retired, and is a noted scholar, historian, author, and speaker. Preference for awards from the fund is given to outstanding students with a serious interest in history.

The Douglas Henry Joyce Endowed Golf Scholarship Fund was established in 1988 by Douglas Henry Joyce, of Nashville, Tennessee, and the Class of 1979. Mr. Joyce is a former member of the Board of Directors of the Wofford College National Alumni Association. This scholarship is awarded to an outstanding student and golfer who demonstrates personal integrity, sportsmanship, leadership, and academic achievement.

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

The William Light Kinney, III, Memorial Endowed Scholarship Fund was established in 1989 by the family and friends of William Light Kinney, III, a member of the Class of 1991. A native of Bennettsville, South Carolina. Mr. Kinney served as a Campus Union Representative and on the staff of the Old Gold and Black. He was a member of Alpha Phi Omega, Pi Kappa Alpha and the Glee Club. He was the fourth generation of Kinneys to attend Wofford. He died in an automobile accident in July 1989. Preference for this award goes to male students who are members of the junior class. Recipients in good standing may maintain the award for their senior year.

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, with awards to be made annually on the basis of character and scholarship to a student of South Carolina.

The Paul and Katherine Knox Endowed Scholarship Fund was established in 1983 by friends of Paul Knox, Class of 1922, and his wife, Katherine, a graduate of Randolph Macon Woman’s College, in recognition of their dedicated service to education. Proceeds from the fund are awarded to students on the basis of need, outstanding character, academic achievement, potential leadership, and promise of future usefulness to society.

The James Todd Latimer Endowed Scholarship Fund was created by a bequest in 1983 from the estate of James B. Latimer, Class of 1909, of Anderson, South Carolina, in memory of his son, James Todd Latimer, who was killed in World War II.

The William A. Law Scholarship Fund was established in 1937 by Mr. S. Clay Williams of Winston-Salem, North Carolina, as a memorial to Mr. William A. Law of Philadelphia, Pennsylvania, Class of 1883. The income from the endowment is applied toward the educational expenses of students designated William A. Law Scholars, selected on the basis of scholarship, character, and leadership.

The W. Raymond Leonard Endowed Scholarship Fund was established by former students of W. Raymond Leonard, William R. Kenan, Jr., Professor of Biology and Chairman of the Department of Biology, Wofford College. The scholarship is presented annually to a senior biology major who has demonstrated outstanding character, superior academic performance, and professional promise.

The Katie L. Lester Endowed Scholarship Fund was established in 1984 by a bequest from the estate of Katie L. Lester of Saluda, South Carolina. Scholarships from this fund are for orphaned students or students from single-parent homes who have both outstanding academic potential and need for financial assistance.

The F. Allen Little Endowed Scholarship Fund was established in 1991 with a bequest from the estate of Mr. F. Allen Little of Greenwood, South Carolina. Mr. Little died in 1997, and had no official connection with Wofford, but left a portion of his estate to create scholarship funds at Wofford, Furman, Erkine, Benedict, and Newberry.

The R. J. Little Endowed Scholarship Fund was established in 1980 and endowed in 1982 by Mr. J. M. Little of Spartanburg, South Carolina. 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 Fund was established in memory of Dr. James C. Loftin, former Professor of Chemistry and Chairman of the Department of Chemistry, Wofford College. 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 Fund was established by the will of Mr. Leo Oppenheimer of Chicago, Illinois, in 1974 in honor of S. Frank Logan, Class of 1941. The fund has been enlarged upon Dean Logan’s retirement by gifts from alumni and friends in further honor for his thirty-seven years of full-time service to the college. Income from the fund is awarded annually to a student on the basis of merit and need.

The William Francis Loggins, Jr., Memorial Endowed Scholarship Fund was established in 1984 by Dr. and Mrs. W. F. Loggins, Sr., of Greenville, South Carolina, in memory of their infant son. Scholarships from this fund are awarded to highly qualified students based on scholastic achievement, character, and leadership ability. Preference for awards is given to students planning to enter the fields of education or ministry.
The MacLaura Endowed Scholarship Fund was established by Mrs. S. M. (Laura Stella Way) Canaday of Charleston, South Carolina, and was endowed at the time of her death in 1983. Character, academic promise, and financial need are considered in awarding this scholarship.

The William Henry and Bernice Willard May Endowed Scholarship Fund was established in 1985 by Mr. Carl H. May, Class of 1932, of Spartanburg, South Carolina, in memory of his parents. Awards are made annually to worthy students of excellent character.

The W. Hastings McAlister Memorial Endowed Scholarship Fund was established in 1974 in honor of W. Hastings McAlister, Class of 1974, by his family and friends. Hastings was a strong pre-med student and an outstanding member of the campus community. 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 tuition, fees, room, and board. Recipients must intend to enter the medical or health-science fields and must follow appropriate programs approved by the Dean of the College. Preference is given to residents of South Carolina.

The Larry H. McCalla Endowed Scholarship Fund was established by the Daniel Foundation of South Carolina in honor of Larry H. McCalla, Class of 1943, 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 Walton J. McLeod, Jr., Endowed Scholarship Fund was established by Walton J. McLeod, Jr., in 1980. Mr. McLeod, Class of 1926, is a distinguished attorney in Walterboro, South Carolina. The scholarship is awarded annually to one or more students based on need, character, and academic merit.

The Meadows Family Endowed Scholarship Fund was established in 1981 by the Meadows family and friends in tribute to three generations of the family who have attended Wofford: Marshall LeRoy Meadows, Class of 1924; Marshall LeRoy Meadows, Jr., Class of 1955; Marshall LeRoy Meadows, III, Class of 1979; James Campbell Meadows, Class of 1981; and John Pascal Meadows, Class of 1983. Awards are made annually to outstanding students who demonstrate character, leadership, scholastic promise, and financial need.

The Moore Memorial Scholarship Fund 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 the total amount of tuition and fees.

The Samuel R. Moyer Endowed Music Scholarship Fund 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 fund provides financial assistance to musically talented students in Wofford music organizations. Character, scholastic achievement, and financial need are also considered in making awards.

The Charles F. Nesbitt Endowed Scholarship Fund was provided by friends of Charles Nesbitt, Class of 1922, for many years a distinguished Professor of Religion and Chairman of the Department of Religion at Wofford. The awards assist students preparing for the Christian ministry.

The W. F. Nettles, Jr., Endowed Scholarship Fund is a memorial to W. F. Nettles, Jr., Class of 1928. Proceeds are used to provide a scholarship for a student-athlete on the tennis team.

The C. C. Norton Endowed Scholarship Fund was established by his wife, Mabel B. Norton, in 1953 to honor the memory of Dr. C. C. Norton, former Professor of Sociology (1925-1966) and Dean (1940-1954) of Wofford College. 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.

The James Truedale Outz, Jr., Endowed Scholarship Fund was established with a bequest from his widow, Eva Sanders Outz Hoffman, of Charleston, South Carolina, in memory of her husband, a member of the Class of 1932. Mrs. Hoffman's will stipulates that scholarships from this fund be awarded to high achievers who need financial assistance and who participate in ROTC or in a work or service program to meet a part of their educational expenses.

The John Manning Parham and Anna McIver Henderson Parham Endowed Scholarship Fund was established by Mr. and Mrs. John M. Parham of Latta, South Carolina, and their son, Dr. John M. Parham, Jr. Mr. Parham is a member of the Class of 1931 and his son is a 1960 graduate. Scholarships from this fund are awarded to worthy students; financial need and high academic standing are not necessary.

The William and Alethea Fennell Pate Endowed Scholarship Fund was begun in 1990 with a gift initiated by Mr. Wallace F. Pate of Georgetown, South Carolina. The Pates for whom this fund is named were the aunt and uncle of Wofford President Joab M. Lesesne, Jr., and the Pate family chose to remember them with a fund at Wofford.

The Raymond Agnes Patterson Scholarship Fund was established by Mrs. Harriet Newel Julienne Patterson in 1979 in memory of her husband, Class of 1916, a member of the Wofford faculty for more than fifty years.

The Peele-Ritter Endowed Scholarship Fund was established in 1984 by James C. Ritter, Class of 1941, of Midland, Michigan, in memory of his wife, Sonja V. Ritter, and in honor of the many members of the Peele and Ritter families who have attended Wofford College or have otherwise contributed to educational growth. Awards from the fund are given on the basis of financial need, academic ability, and outstanding character. Recipients are to carry with them a strong sense of obligation to repay the aid they receive.

The Lewis Wardlaw Perrin, Jr., Endowed Scholarship Fund was begun in 1984 by his family to honor this outstanding Spartanburg civic leader. Mr. Perrin was a Captain in the U.S. Army during World War II, and was a graduate of The Citadel and the University of South Carolina School of Law. Awards
from this fund are made to outstanding students who demonstrate good character, academic attainment, and leadership potential for lifelong service to mankind.

The Joseph C. Plyler Endowed Scholarship Fund was created in 1986 by Mrs. Joseph C. Plyler, in memory of her husband, a 1935 graduate of Wofford College. Awards are made to outstanding students, with priority given to students planning careers in the ministry.

The Dr. and Mrs. George W. Price, Jr., Endowed Scholarship Fund was started in 1986 by Dr. and Mrs. George W. Price, Jr., of Hendersonville, North Carolina. Dr. Price is a member of the Class of 1934. Income from this fund provides one scholarship to a rising junior studying pre-medicine. The award may be renewed for the senior year, provided the student remains in pre-medicine and in good academic standing. It is not mandatory that financial need be a consideration in selecting recipients.

The Reader’s Digest Foundation Endowed Scholarship Fund was established in 1969 by the Reader’s Digest Foundation of Pleasantville, New York. The Foundation placed no restriction on the awards from the fund, other than that they should go to one or more worthy students each year.

The C. F. “Frog” Reames Endowed Scholarship Fund was established in 1990 by family and friends of Mr. Carroll Frederick “Frog” Reames, of Anderson, South Carolina. Mr. Reames, a member of the Class of 1926, is a legendary educator in the Anderson community, having served as a teacher, coach, administrator, and mentor, most notably as principal of Boys High School for twenty-one years.

The Oscar F. Rearden Scholarship Fund was established in the will of Oscar F. Rearden to provide financial assistance for the education of any deserving young persons who are studying for the United Methodist ministry and who have need for financial aid.

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 Richardson Endowed Scholarship Fund was established in 1989 by Mr. and Mrs. Jerome J. Richardson of Spartanburg, South Carolina, and their children, Jon, Mark, and Ashley. Mr. Richardson is a member of the Class of 1959. This scholarship, for one student in each class at Wofford, covers comprehensive fees, as well as the costs associated with specially selected summer projects following the recipients’ freshman, sophomore, and junior years. It is awarded to students with demonstrated potential in leadership, scholarship, and citizenship. It is the intent of the donors that the recipients participate in intercollegiate athletics, be well-rounded, have strong values, and demonstrate love and respect for family.

The Arthur B. Rivers Endowed Scholarship Fund was established in honor and memory of Dr. Arthur B. Rivers, Class of 1919, by his family and his friends. The scholarship is awarded annually to a deserving and needy student.

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

The Scottish Rite of Freemasonry Memorial Endowed Scholarship Fund was established in 1958 in memory of Charles Semple Pettis, a former Professor of Physics at Wofford College.

The Molly Sessions Endowed Scholarship Fund was established in 1984 by Mr. and Mrs. Walter W. Sessions of Atlanta, Georgia, in memory of their daughter, Molly, who died in 1980. Mr. Sessions is a Wofford graduate, Class of 1956, and is Chairman of the Board of Trustees. The scholarship is intended for an entering freshman student, based on the recommendation of the President and/or the Dean of Students.

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

The Carter Berkeley Simpson Memorial Scholarship Fund provides an annual award 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 U.S. 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 Edward H. Sims Endowed Scholarship Fund was established in 1983 by H. Daniel Avant, Class of 1961, of Camden, South Carolina. The scholarship, to be awarded to worthy students, was created in honor of Edward H. Sims, Class of 1943.

The Ralston Eugene Smith, Jr., and Cora T. Y. Smith Endowed Scholarship Fund was established in 1983 by Mrs. Cora T. Y. Smith of Florence, South Carolina, in memory of her husband, a member of the Class of 1910. Scholarships from the fund are awarded to students planning careers in the ministry or other religious professions.

The Victor M. and James V. Smith Academic-Athletic Endowed Scholarship Fund was established in 1987 in honor of Mr. Victor Mullins Smith, Class of 1935, and his son, James Victor Smith, Class of 1968. Scholarships from this fund are awarded to outstanding scholar-athletes who are members of the football, golf, or tennis teams.

The Z. A. Smith and Helen W. Smith Scholarship Fund was established by Mrs. Z. A. Smith of Greenville, South Carolina, to assist worthy students.

The South Carolina National Bank Endowed Scholarship Fund provides an annual award to students demonstrating good character, academic excellence, and financial need. Preference for these scholarships is given to the
sons and daughters of South Carolina National Bank employees. Should there be no such candidate, the scholarship may be awarded to another worthy student.

The Herbert Lee Spell and Sarah Cannon Spell Endowed Scholarship Fund was begun in 1982 with gifts from Dr. and Mrs. Herbert Spell of Summerville, South Carolina. Dr. Spell is a member of the Class of 1931. Awards from this fund may go to any worthy student.

The Springs Industries Endowed Scholarship Fund was begun in 1990 with a gift from Springs Industries of Fort Mill, South Carolina.

The Springs Scholarship Fund was established by a gift from the Frances Ley Springs Foundation in 1975. The income from the fund provides 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 candidates for these awards.

The Charles William Stein and Hortense Stein Endowed Scholarship Fund was established in 1983 with a bequest from their daughter, Miss Mary Stein of Atlanta, Georgia. The scholarship is used to help provide an education to worthy male students who might otherwise not have the necessary funds to acquire it.

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

The Switzer Family Endowed Scholarship Fund was established in 1986 by Mr. and Mrs. James L. Switzer of Union, South Carolina, and their three children, Paul, Class of 1977, Jim, Class of 1980, and Tocca, and was significantly increased in 1987 with a gift from the Bailey Foundation of Clinton, South Carolina. Mr. Switzer is a member of the Class of 1940. Awards from this fund are to go to students entering Wofford from the top twenty-five percent of the graduating seniors of the Christ School of Arden, North Carolina. Recipients may retain the scholarship for four years, if fully enrolled and in good standing at Wofford.

The T. Reginald Thackston Endowed Scholarship Fund was established in 1979. Mr. Thackston, Class of 1956, completed his studies at the Candler School of Theology at Emory University. He has served the United Methodist Conference in a number of churches in South Carolina, including pastorate at Hemingway, Conway, Marion, Charleston, and Columbia. He has served Wofford as a member of the Board of Trustees.

The Paul Calvert Thomas Scholarship Fund was established in 1984 by his daughter, Ann Calvert Thomas Irwin, and her husband and three daughters, to honor this outstanding Spartanburg business and civic leader. Mr. Thomas, Class of 1917, faithfully served the college as Treasurer and member of the Board of Trustees. Awards are made to an outstanding member of each class who has demonstrated good character, academic attainment, leadership abilities, and potential for lifelong service to mankind. Members of the Glee Club and students studying chemistry may be given preference in selecting recipients.

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

The G. Cameron Todd and Elizabeth C. Todd Endowed Scholarship Fund was established in 1984 by George C. Todd, Jr., Class of 1977, and his wife, Sarah, to honor his parents. Awards are made annually to students planning to enter the field of business, with preference given to participants in the college's intercollegiate athletic program. Further, selection of recipients is made on the basis of strong potential for excellence in business, high standards of character and integrity, and a desire to serve the community.

The Traywick Scholarship Fund was established by Thomas Tatum Traywick, Sr. and Elizabeth Deaver Traywick in 1977 in appreciation of all that Wofford has meant to their families over the years. Awards are made annually to deserving students on the basis of character, leadership, and financial need.

The Eunice Miles Watson Memorial Scholarship Fund 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 strong leadership and good character and who is a member of the tennis team.

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

The J. Anthony White Endowed Scholarship Fund was established in 1980, with the income to be awarded each year to a student demonstrating those traits of character and leadership which Dr. White exemplified. A member of the Class of 1941, 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 Rowena Eaddy Williams Scholarship Fund 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 Fund 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 World War II. The income from this endowment is awarded to an English major with financial need. Preference is given to a student interested in journalism.
Other Endowed Scholarship Funds
These funds, which have not reached the minimum endowment level, 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 such a fund until it reaches the level for an endowed scholarship.

Active Funds
The Bishop James Atkins Memorial Scholarship Fund was established in 1948 by Dr. and Mrs. J. T. Hooker of Spartanburg, South Carolina, for worthy students with outstanding qualities of scholarship, character, and leadership. Bishop Atkins was a member of the Class of 1918.

The Betty G. Bedenbaugh Scholarship Fund was established by Mrs. Betty G. Bedenbaugh in her will in 1953. The scholarship is awarded to a worthy and needy student.

The Dr. Lewis Jones Blake Scholarship Fund was established in 1945 by Mrs. Louise H. Blake of Spartanburg, South Carolina, as a memorial to her husband, Dr. Lewis Jones Blake, Class of 1884. The scholarship is awarded on the basis of character, leadership, and scholarly achievement.

The Vernon L. Caldwell Memorial Scholarship Fund was established in 1963 by his friends in memory of Vernon L. Caldwell, former athletic trainer at Wofford.

The Hattie L. Phillips and Edwin P. Carroll Endowed Scholarship Fund was established by Mrs. Hattie Carroll and Mr. Edwin Carroll of Charleston, South Carolina. Edwin P. Carroll was a member of the Class of 1927. Proceeds from this fund are awarded annually to one or more students on the basis of need, scholastic achievement, and outstanding character.

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

The Clifton Manufacturing Company Scholarship Fund was established by Clifton Manufacturing Company, of Clifton, South Carolina, in 1943 to provide scholarships for students from Clifton Mills families. If there are no such applicants, the proceeds are granted to other worthy students.

The Julius E. Cogswell Scholarship Fund was established in 1953 by Mr. Julius E. Cogswell, Class of 1885.

The T. Keller Cogswell Scholarship Fund was established by his friends in 1975 in recognition of his service as Director of Alumni Affairs at Wofford. Mr. Cogswell is a member of the Class of 1933. The award is made annually on the basis of scholarship, character, and need.

The D. E. Converse Company Scholarship Fund was established in 1943 by the D. E. Converse Company of Glendale, South Carolina, for the purpose of awarding scholarships to employees or children of employees of the Company. If there are no such applicants, the proceeds are granted to other worthy students.

The A. Mason DuPre Memorial Endowed Scholarship Fund was established in 1979 by Mr. J. M. Oeland, Class of 1919. Mr. Oeland chose to memorialize Wofford's legendary Dean DuPre, Class of 1895, 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 Fund 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 Fairforest Finishing Company Scholarship Fund was established by Fairforest Finishing Company of Spartanburg, South Carolina, in 1943. The annual proceeds from the endowment are used as a scholarship for an employee or son or daughter of an employee of Fairforest Finishing Company. When there is no such applicant, the proceeds are awarded to another worthy student.

The William H. Gladden, Jr., Scholarship Fund was established in 1961 by Mrs. Maud Queen Gladden of Rock Hill, South Carolina, in memory of her son, a member of the Class of 1939, who was killed in France in 1944.

The Chesley C. Herbert Scholarship Fund 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, Class of 1892.

The Julien C. Hyer Endowed Memorial Scholarship Fund was established in 1975 by the will of Julien C. Hyer, Class of 1913, with awards to be made annually on the basis of need, character, and academic merit.

The Isom Scholarship Fund 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 O. C. Kay Scholarship Fund was established in 1956 by the gift of Mr. O. C. Kay. Earnings are awarded annually on the basis of need, character, and academic merit.

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

The Donald F. McCarter Memorial Scholarship Fund was established by Mr. and Mrs. James McCarter in memory of their son, Donald, Class of 1973, a much-loved member of the Wofford community.
The Claude Mark Melton Memorial Endowed Scholarship Fund was established by Mrs. Melton as a memorial to her husband, Dr. Claude Mark Melton, Class of 1898, who was a Shakespearean scholar and author. Income from this fund is awarded to deserving students interested in majoring in English.

The Mills Mill Scholarship Fund was established by Mills Mill of Woodruff, South Carolina, in 1943 to provide an award for an employee or a son or daughter of an employee of Mills Mill. When there is no such applicant, the scholarship may be awarded to some other worthy student.

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

The William L. Outzts Endowed Scholarship Fund was established by the late William L. Outzts, Class of 1912, of Spartanburg, South Carolina. The income is applied to an athletic scholarship.

The Pacolet Manufacturing Company Scholarship Fund was established by Pacolet Manufacturing Company of Pacolet, South Carolina, in 1943 to assist students from Pacolet Manufacturing Company families. If there are no such applicants, the proceeds are granted to other worthy students.

The Darwin L. Reid Memorial Scholarship Fund was established in honor of Mr. Darwin L. Reid, Class of 1895, by Mrs. D. L. Reid of Sandy Springs, South Carolina, and her daughter, Mrs. John D. Rogers of Easley, South Carolina, in 1950.

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

The Snyder-DuPre Scholarship Fund 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 Fund was established by Spartan Mills, Spartanburg, South Carolina, in 1943 to assist students from Spartan Mills families. If there are no such applicants, the proceeds are granted to other worthy students.

The James M. Swanson, Jr., Scholarship Fund was established by Mr. and Mrs. James M. Swanson of South Boston, Virginia, in 1964 as a memorial to their son, a 1961 graduate of Wofford College. The scholarship is awarded on the basis of character, leadership, and scholastic achievement.

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

The Coleman B. Waller Scholarship Fund was established by Dr. Coleman B. Waller, Class of 1895 and Emeritus Professor of Chemistry at Wofford College, for the purpose of awarding scholarships to qualified and deserving Wofford students.

The D’Arcy P. Wannamaker Scholarship Fund was established by Mr. John E. Wannamaker, Class of 1872, in memory of his son, D’Arcy P. Wannamaker, Class of 1911, to assist students selected on the basis of character, scholarship, and need.

Wilbur D. White Memorial Scholarship Fund was established by Mr. and Mrs. R. W. Barnwell of Warner Robins, Georgia, 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, a member of the Class of 1927. 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

Scholarship funds named in honor and memory of the people, groups, and Wofford classes specified below are building in accord with Wofford endowment policy.

Frederick Rowell Atkinson Class of 1957
Walter Booth Memorial Class of 1962
Jennie Allen Capers Class of 1963
William P. Cavin Class of 1966
J. Harold Chandler Class of 1967
Class of 1922 Class of 1968
Class of 1925 Class of 1969
Class of 1928 Class of 1971
Class of 1929 Class of 1973
Class of 1937 Class of 1974
Class of 1938 Class of 1975
Class of 1941 Class of 1976
Class of 1942 Class of 1977
Class of 1944 Class of 1978
Class of 1945 Class of 1981
Class of 1946 Class of 1982
Class of 1948 Class of 1984
Class of 1949 Class of 1985
Class of 1951 Class of 1986
Class of 1953 Class of 1987
Class of 1955 Class of 1988
General Scholarships

Scholarships listed in this category are awarded annually, but are not considered 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 D. Atkins Scholarship Fund was established in 1989 by Robert D. Atkins of Spartanburg, a 1965 graduate of Wofford and a varsity football letterman. Preference for scholarships from this fund goes to students with outstanding academic credentials who participate in the college’s intercollegiate football program and exhibit the qualities of character, leadership, and service to others.

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. Mr. Carlisle was a member of the Class of 1926.

The Ruth B. Caudle Scholarship Fund 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.

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 $1,000 per year are granted by Wofford College to graduates of the Epworth Home.

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

The Kiwanis Scholarship is awarded annually by the Spartanburg Kiwanis Club to a worthy freshman from Spartanburg County, South Carolina.

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, 1973-74, who died in November 1981. This annual award has been designated for a football player who embodies the ideals and accomplishments of Dan Lewis, who was an exceptional campus citizen and athlete at Wofford.

The Olney Scholarships for Spartanburg-area students are made possible by the income earned on the Olney Educational Fund held in trust by the Spartanburg County Foundation.

The Neofyto Papadopoulos Scholarship, given by Dr. Constantinos N. Papadopoulos, Class of 1954, of Houston, Texas, provides $1,000 per year for a student from Greece, in memory of Dr. Papadopoulos’ father.

The Rotary Club of Spartanburg 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 D. L. Scarry Foundation Scholarship is provided by the Scarry Foundation, Greenville, South Carolina, to assist deserving students.

The South Carolina Electric and Gas Company Scholarship is a one-year $1,000 award made to a student in the upper one-third of his or her class who has demonstrated outstanding leadership qualities, who needs financial assistance toward achieving an education, and whose parents or guardians are 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 D. W. Stacy Scholarship is made possible by a gift from Mr. Danny W. Stacy, Class of 1969, of Gaffney, South Carolina. It is awarded annually to a married upperclassman on the basis of financial need.
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 Robert Arthur Thomas Scholarship Fund was established in 1980 by Green Pond United Methodist Church. Awards are to be made annually to any young person from Green Pond United Methodist Church who wishes to attend one of the Methodist colleges (Columbia, Spartanburg Methodist, or Wofford) in South Carolina. In the event there is no applicant from Green Pond United Methodist Church then the money would be contributed to one of the mentioned colleges rotating from year to year.

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

The Junie L. White Scholarship, given by Junie L. White of Spartanburg, South Carolina, is awarded each year with preference given to a student-athlete who also is an English major and has financial need.

The Lettie Pate Whitehead Scholarships, established by the Lettie Pate Whitehead Foundation of Atlanta, Georgia, are awarded annually to deserving women from the South.

The Ruth Winn Wickware Scholarship and the Ruth Winn Wickware Foundation were established by the will of Ruth Winn Wickware of Laurens, South Carolina. 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 David G. Williamson Football Scholarship Fund was established in 1988 by Mrs. David G. Williamson as a memorial to her late husband, a member of the Class of 1950. Preference in awarding the scholarship is given to applicants who participate in the college’s intercollegiate football program and exhibit qualities of outstanding character, leadership, and service to others as exemplified in the life of Mr. Williamson.

The Anna Todd Wofford Scholarships were established in 1973 to honor the memory of the first wife of Benjamin Wofford. Three scholarships of $7,000 per year for four years are awarded annually to female students nominated by their high schools and selected by Wofford College 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 $7,000 per year for four years are awarded annually to male students nominated by their high schools and selected by Wofford College as possessing outstanding qualities of scholarship, leadership, and character.

The Wofford College AAAS Scholarships of $6,000 a year for four years are awarded through the campus chapter of the Association of Afro-American Students to three minority freshmen who show exceptional promise of contribution to society.

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-choice college.

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 funds for scholarships (listed in the previous section of this Catalogue), lecture series, professorships, endowed chairs, and unrestricted endowment for operating support. The growth of Wofford’s endowment has provided additional operating funds for the college, thereby affording financial stability to the academic program and alleviating considerable institutional dependence on income derived from student tuition and fees.

Noteworthy non-scholarship gifts to Wofford’s endowment in excess of $50,000 include the Athletic Endowment Fund; the Gertrude Bagwell Endowment Fund; the C. O. Bennett Endowment Fund; the Benjamin N. Duke Endowment Fund; the Robert S. Fogarty Fund; the Ford Foundation Endowment Fund; the Samuel Pate Gardner Endowed Chair; the Peter Ber ley Hendrix Endowed Professorship in Religion; the Kenan Charitable Trust Endowment Fund, which established the prestigious William R. Kenan, Jr., Professorship; the Kirksey Endowment Fund; the Leland L. and Nell B. Larrabee Endowment Fund; the John A. McGrave Endowment Fund; the Albert C. Outler Endowed Professorship in Religion; the Leon L. Patterson Endowment Fund; the Presidential Discretionary Endowed Fund for Faculty and Curricular Development and Institutional Self-Renewal; and the T. B. Stackhouse Chair of Economics and Business Administration.
Academic Regulations

DuPre Administration Building, 1854
Calendar

Wofford's September-May academic year is divided into two semesters and a four-week Interim. The official college calendars for 1991-92 and 1992-93 are printed in this Catalogue.

Matriculation, Registration, and Enrollment

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

Students' schedules must be approved by the their faculty advisors. Schedules calling for more than the normal maximum permissible load (see the following section) can be carried only with the approval of 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 to 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 semester.

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, each sophomore is 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 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>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities 101</td>
<td>English 102</td>
</tr>
<tr>
<td>A Laboratory Science Course</td>
<td>A Laboratory Science Course</td>
</tr>
<tr>
<td>A General Education</td>
<td>A General Education</td>
</tr>
<tr>
<td>Required Course</td>
<td>Required Course</td>
</tr>
<tr>
<td>An Elective Course</td>
<td>An Elective Course</td>
</tr>
</tbody>
</table>

Any student other than a first-semester freshman or a student on academic probation may take up to seventeen hours in a semester. (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 carry fewer than nine hours in a semester must have the permission of the Dean of Students in order to live in the residence halls, if they wish to do so.

Course Restrictions

Enrollment space in beginning-level foreign language courses and in general science courses (Science 101, 102, 103) is reserved for freshmen. Students who do not complete General Education requirements in those two areas by the end of their freshman year cannot be guaranteed space in those courses exactly when they want it later.

Juniors and seniors are not permitted to enroll in the 100- and 200-level military science courses unless they are under ROTC contract and are required to take the courses.

Students who receive credit for an advanced course in a foreign language normally may not later take or repeat a less advanced course or a beginning course in the same language and receive credit or grade points for it. Students to whom this restriction may apply should not plan to enroll in 100- or 200-level foreign language courses without first seeking the approval of the Registrar and the Chairman of the Department of Foreign Languages.

Restrictions apply also to enrollment in Mathematics 100. Students should therefore seek the approval of the Chairman of the Department of Mathematics before making any plans to enroll in the course.
Grading System

The Wofford grading system includes the grades A (Superior) through A-, B+, B, B-, C+, C, C-, D, and F (Failure), and the grades I (Incomplete), WP (Withdrawal Passing), and WF (Withdrawal Failing). The WP is given only if the student officially withdraws from the course on or before the date specified in the college calendar as the last day to drop a course with a passing grade, and is passing at the time of official withdrawal.

Grades of H (Pass with Honors), P (Pass), and F (Fail) are given for Interim projects and in required Physical Education courses.

The I grade indicates that for some legitimate reason not all the work the course required of the student has been completed and thus an A-F grade determination cannot be made. 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 I grade 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 system of grade-point averages is used to determine Wofford students' status regarding graduation, honors, the Dean's List, rank in class, academic probation and exclusion, and other such concerns and circumstances. The calculation of the grade-point average includes only the grades recorded for students on courses taken at Wofford or courses taken in Wofford-related foreign study programs or courses taken at Converse College when the cooperative cross-registration program is in effect.

Grade-point values are assigned to grades as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D = 1.0; F = 0; I = 0; WF = 0.

The grade-point average is determined by multiplying the number of hours in each course attempted by the grade points for the grade received in the course, and dividing the total grade points by the total number of hours attempted. Interim courses, projects graded by the Pass/Fail system, and courses for which students receive grades of WF 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.

Any plus or minus designations appearing in the grades of students matriculating earlier than the Class of 1993 have no impact on the grade points or grade-point averages for those students.

Examinations

Final examinations are normally part of every course. A student who wishes to take an examination during the examination week 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 established examination week without the 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 week 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 students and to their parents or guardians in accordance with the eligibility established under the Family Educational Rights and Privacy Act of 1974. Mid-semester progress reports will also be sent.

Academic Honors

The Dean's List

Compiled at the end of each semester, the Dean's List recognizes students' high achievement in their courses. To be eligible for the Dean's List a student must:

1. have attempted at least twelve hours in the semester (not counting repeated courses or courses graded on a Pass/Fail basis);
2. have achieved a grade-point average higher than 3.00 on the twelve or more hours specified in 1., above;
3. not have made a D or an F in any course taken in the semester (including repeated courses and/or courses graded on a Pass/Fail basis);
4. have achieved at least B in any repeated course taken in the semester.

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 on the basis of the traditional grade-point average, and the averages required are 3.25 for cum laude, 3.50 for magna cum laude, and 3.75 for summa cum laude.

Honors Courses and In-Course Honors

Wofford College provides opportunities for qualified students to broaden their educational experience through creative independent study in the area of their current coursework or major field. Two such programs are Honors Courses and In-course Honors.
Honors Courses

At the discretion of the faculty, a student may undertake a six-hour independent course of study in the senior year to graduate with honors in his or her major. Honors courses are subject to the following regulations:

1. Only students having at least a cumulative grade average of B or grades of B or better in all courses taken at Wofford during the preceding two semesters are eligible to do honors courses.

2. Upon approval of the instructor and the student's major advisor, the advisor shall submit to the Curriculum Committee of the Faculty a request that the student be permitted to undertake an honors course. The request shall be accompanied by a detailed proposal setting forth clearly the work to be done and the standards and procedures for evaluating the results. The project should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. Application for the honors course should be made at least in time for consideration by the Curriculum Committee of the Faculty in the student's junior year.

3. An honors course may be undertaken only in the senior year and will carry six hours of credit over two semesters. Final grade options are Pass, Pass with Honors, and Fail. No partial credit may be given. The honors course may count toward major requirements with the approval of the major advisor. When successfully completed, the course will be identified on the student's permanent record as an honor course.

4. A student may be removed from an honors course at any time if in the judgment of the instructor and the major advisor the student's work is not of sufficient merit to justify continuation.

5. Each student completing an honor course shall prepare and submit to the instructor three copies of a written report describing the work done in the course. The student will then undergo a final oral examination by a committee of three faculty members, appointed by the major advisor, and including the course instructor (as chairman) and preferably one person from another discipline. The length of the examination generally shall not exceed one hour. The major advisor will retain one copy of the final report and submit one copy to the Curriculum Committee for review. The Curriculum Committee copy will then be deposited in the college archives.

6. A student who receives a grade of Pass in an honors course and achieves at least a 3.75 grade-point average for major coursework shall be mentioned at the commencement exercises as being graduated with Honors in his or her major and shall be listed in a special section of the Catalogue. The same notation shall be recorded on the student's permanent record.

7. A student who receives a grade of Pass with Honors in an honors course and achieves at least a 3.75 grade-point average for major coursework shall be mentioned at the commencement exercises as being graduated with High Honors in his or her major and shall be listed in a special section of the Catalogue. The same notation shall be recorded on the student's permanent record.

In-Course Honors

In-course Honors is a program intended to enrich and expand regular courses offered at Wofford through independent, supplemental study. Qualified students are 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 in the last full semester completed at Wofford.

2. A written request for in-course honors and a planned program of study must be presented to the course instructor before the end of the third week of the semester. Approval of the application and program of study must be obtained from the course instructor, department Chairman, and the Dean of the College. A special form for this purpose is available at the Office of the Registrar.

3. In-course honors work shall consist of independent study under tutorial guidance and relating to the subject of the course in which it is undertaken. It should exhibit initiative, creativity, intellectual curiosity, critical thinking, and sound methodology. In-course honors work will include a terminal essay which analyzes or exhibits the results of the study, and culminate in an oral examination by a committee of three faculty members, appointed by the department Chairman, and 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 must also meet all of 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 for both the regular course requirements and in-course honors work. Upon the student's satisfactory completion of in-course honors the instructor will report the final course grade with the suffix H added to the course number. The Registrar will identify the course on the student's record as including in-course honors and award one semester hour of credit 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. Failure to successfully complete in-course honors shall in no way affect the final grade assigned for regular course work.

7. An individual faculty member may be unable to meet a student's request for in-course honors, and the college is not obliged to provide this opportunity in every course. No first-semester faculty member may give in-course honors; the interested student should request the department Chairman for other possible arrangements.
Adding or Dropping Courses

At the start of each semester there is an official period during which students have opportunity to change their class schedules and course loads, within limits, by adding or dropping courses. During this add/drop period, which extends from registration day to the ending date noted in the college calendar, students obtain permission from instructors of courses they wish to add to their schedules and/or notify instructors of courses they wish to drop, and deliver to the Office of the Registrar add or drop slips initiated by the instructors to signify their permission or acknowledgement. Add or drop slips must also be signed by the students' faculty advisors. Courses dropped during this official add/drop period do not appear on the students' permanent records.

Students may still drop courses (but may not add) after the end of the official add/drop period, but the consequences of doing so are quite different. Students wishing to drop courses should always seek advice on the matter from their advisors and instructors, but this is particularly so when the add/drop period has passed, because all courses dropped after that period will appear on the students' permanent records, with WP or WF grades. A course dropped after the official add/drop period but on or before the day four weeks prior to the last day of semester classes may be recorded with the grade WP if the student carries out the official drop process and is passing the course at the time he or she officially drops; otherwise the grade WF will be recorded. The drop slip, properly initiated by the course instructor (and by the faculty advisor) and indicating the grade to be recorded, is returned to the Office of the Registrar by the instructor and not by the student. Students who drop courses during the last four weeks of semester classes will automatically and routinely be assigned grades of WF for those courses.

For the grade-point-average implications of the WF grade, refer to the Grading System section which appears earlier in this chapter of the Catalogue.

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

Repeating Courses

Any course except Humanities 101 may be repeated, but, effective for students who enter Wofford after August 31, 1989, there are limitations on individual indulgence in that opportunity. The primary limitations are that such students may repeat only those of their courses for which final grades of D or F or WF were recorded in the prior attempt, and that in their careers at Wofford, the students may undertake no more than four such repeats without the course hours being counted again as hours attempted. Thus the student who undertakes four repeats or fewer and makes higher grades will receive the full grade-point value of the higher grades; but for repeats beyond four, all attempts in those courses will be included in the calculation of the grade-point average.

The primary limitations referred to in the paragraph above do not apply to students who entered Wofford on an officially matriculated basis before September 1, 1989. In any instance in which a student repeats a course, he or she must complete and submit a notification form available at the Office of the Registrar. Otherwise, none of the benefits potentially to be derived from repeating will be gained. Note also that even though courses may be repeated, the prior attempts and grades are not removed from permanent records, and, of course, credit hours are awarded only once.

The opportunity for the credit or grade-point benefits of repeating courses as discussed here is available only when the courses are both first taken and repeated at Wofford.

A student who has twice failed a course (or courses in the same department) needed for a General Education requirement for graduation may appeal to be exempted from that requirement. Before the end of the add/drop period in the semester following the second fail, the student wishing to appeal must request that the Dean of the College convene a committee to review his or her case and to decide whether to grant the exemption sought. The committee's decision is final. Although a similar appeal opportunity exists in relation to courses listed as prerequisites to majors in economics, business economics, finance, or accounting, there is no such opportunity regarding courses taken to earn elective hours or to meet requirements for majors.

Class Standing

For a student to rank as a sophomore, he or she must have earned a minimum of thirty semester hours; as a junior, sixty semester hours; as a senior, ninety semester hours.

Course Work at other Institutions

A student who wishes to take course work at another college or university and to apply that work toward the requirements for a Wofford degree must secure the advance approval of the Registrar and the chairmen of the Wofford departments in which the desired courses would normally be offered. The chairmen will determine the suitability and equivalency of the courses, while the Registrar will consider whether the student's request meets certain required conditions.

Among the conditions for eligibility for work elsewhere are that the student may not repeat at another college or university a course he or she has failed at Wofford; may take work only at a senior college or university if he or she has accumulated as many as sixty-two semester hours; may not take course-hour loads considered by the Wofford Registrar to be excessive; and may not take at another college or university in the Spartanburg area any course or courses being offered at Wofford in that same semester or term.
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 after graduation. 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.

Auditing Courses

A student who wishes to audit a course may do so upon securing the permission of the instructor and the Registrar. Under no circumstances may an audit be changed to a registration for credit or a registration for credit changed to an audit after the end of the add/drop period. The notation "Audit" will be affixed to the student’s permanent record only if the instructor submits at the end of the course a grade of Audit, indicating the student indeed audited the course satisfactorily.

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

Class Attendance

1. In class meetings, students not only receive instruction from their teachers, but in discussion give reactions and listen to the reactions of fellow students. In such a teaching/learning process both the student and the class suffer a loss when the student is absent from class.

2. Thus, all students are expected to attend all classes and activities scheduled for courses in which they are registered for credit, and they should understand that if they do not do so they must accept the academic consequences of that behavior.

3. Absences from class do not, of course, excuse students from the responsibility for fulfilling the academic requirements of their courses. Generally, course instructors will determine whether make-up work will be required or permitted for students who miss tests or other course work because of their absence from class for reasons other than participation in official college events. (A student who is absent from a final examination, however, 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.)

4. A student who is absent from classes of a given course too many times, particularly if he or she is also performing poorly academically, may be required to withdraw from the course under the following procedures:

   a. Through the Dean of the College, the instructor sends the student a Class Attendance Warning, requesting an interview.

   b. If the student fails to respond to that request, or if the interview is held but is unsatisfactory, or if the student fails to show satisfactory improvement in attendance and/or in academic performance, the instructor sends to the Dean of the College for approval a Required Class Withdrawal notice for the student. Upon approval, the Dean informs the instructor, the student, and other interested parties (including the student’s parents) of the required withdrawal. The student is assigned a grade of WP or WF as determined by the instructor.

5. Student absences resulting from participation in official college events are generally to be considered excused. Both students and instructors bear important responsibility in the maintenance and implementation of this policy. Those responsibilities and other details of the policy may be reviewed in the Student Handbook or the Faculty Handbook.

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 their opportunity. This means at least that the students are expected to be making reasonable progress toward attaining the grade-point average (GPA) required for degrees. In situations in which such progress is not evident, as measured by the qualified standards shown in the table below, Wofford places students on academic probation or academic exclusion, not only as notice that their sub-par academic work has endangered their opportunity to continue, but also as incentive to seek whatever motivation, discipline, and assistance may be necessary to improve their performance. Students’ records are evaluated against these standards at the end of each semester and summer session.
The GPAs and attempted hours to which the table refers are cumulative figures and are based only on work undertaken at Wofford. They include all such work except hours graded on a Pass/Fail basis and courses in which the student receives the grade of WP. The standards shown apply to students who entered Wofford after August 31, 1989.

<table>
<thead>
<tr>
<th>Students with Attempted Hours in these Ranges:</th>
<th>Art Placed on Probation (if their GPAs are Below these Levels):</th>
<th>Or are Excluded if their GPAs are Below these Levels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 - 15</td>
<td>1.60</td>
<td>1.20</td>
</tr>
<tr>
<td>16 - 26</td>
<td>1.60</td>
<td>1.20</td>
</tr>
<tr>
<td>27 - 56</td>
<td>1.80</td>
<td>1.50</td>
</tr>
<tr>
<td>57 - 86</td>
<td>1.90</td>
<td>1.70</td>
</tr>
<tr>
<td>87 and over</td>
<td>2.00</td>
<td>1.90</td>
</tr>
</tbody>
</table>

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

Also, a student is excluded for the subsequent semester if at the end of a second consecutive semester on academic probation the student has not raised his or her cumulative GPA above the probation level. (For purposes of administering this provision, any summer session in which a student attempts as many as twelve semester hours, whether new or repeated, is considered to constitute a semester.)

Students who are excluded in or at the end of either semester and who wish to attempt to qualify (i.e., to reach the cumulative GPA required) for September reinstatement must attend the Wofford summer session to make that attempt. Students qualifying for reinstatement after being placed on exclusion will be required to be in good standing (i.e., liable neither for exclusion nor for probation) at the end of the reinstatement semester in order to continue. Those not meeting this requirement are excluded for the subsequent semester.

Any of the provisions above notwithstanding, however, any student, whether or not his or her cumulative GPA is at the level required for good standing, will be considered to be academically eligible to re-enroll following any semester or summer session in which he or she earns a current GPA of at least 2.50 on a full load of at least twelve new hours.

On the other hand, at any point at which a student's current academic performance becomes extremely poor, the Dean may require, after consultation with the Registrar, the student, and the student's faculty advisor, that the student withdraw from the college forthwith, whether or not his or her cumulative GPA meets the technical standard for good standing.

Normally, a student who is excluded may attempt to achieve good standing in the first summer session following his or her 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. Application for the readmission of excluded students should be directed, when timely, to the Registrar.

Although excluded students may regain good academic standing through successful work in summer session, they lose their priority for residence hall rooms and for financial aid when they are excluded. (See Catalogue section on Financial Aid.)

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

Wofford will not accept for credit any work undertaken at other institutions by any student during his or her exclusion from Wofford. Normally this policy applies also to students on probation, but in very extenuating circumstances such students may be granted waivers on the basis of acceptable written petitions to the Registrar. Even in the event of such waivers, however, no case is it likely that the work done or grades earned at the other institutions would be considered to have improved the students' probationary status at Wofford.

**Response to Communications from Faculty and Staff**

Students are expected to respond to all communications from members of the faculty or staff of the college. All students are required to have campus mail boxes where they may receive notices and requests from college personnel. Students are expected to check their mail daily 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.

**Withdrawal from the College**

In the interest of the welfare of both the student and the institution, Wofford expects each student who withdraws from the college to have an exit interview with the Registrar. In extenuating circumstances, such interviews may be conducted by telephone.
Degree and Program Requirements

Hugh R. Black Infirmary, 1854
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 the major in art history, English, French, German, government, history, humanities, intercultural studies, philosophy, political economy and philosophy, religion, sociology, or Spanish qualify for the B.A. degree.

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

Candidates who meet all requirements and successfully complete the major in economics, business economics, accounting, computer science/mathematics, finance, 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).

Candidates who successfully complete 154 hours and meet all requirements for each degree, including the successful completion of two appropriate majors, will qualify for the B.A. and the B.S. degrees. (Note, however, that double majors involving one B.A. field and one B.S. field do not ordinarily or necessarily require the completion or result in the award of two degrees.)

Requirements for Degrees

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

Achievement of the bachelor’s degree is based on a broad distribution of studies among representative fields of liberal arts learning and a concentration of studies in one field. The object of distribution, accomplished by requirements that each student successfully complete courses in designated departments and programs, is to give the student a general view of our intellectual heritage and to broaden his or her outlook. The concentration, provided for by the requirement that each student complete a major in one academic discipline or program, gives opportunity for the student to achieve a competence in a particular field of scholarship.

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 these requirements, each student must be approved for the B.A. or B.S. degree by the faculty at its May meeting, held prior to commencement. Those students who have met all requirements and have been approved and have met all financial obligations to the college are eligible for degrees.

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Semester Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3-4</td>
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<tr>
<td>Foreign Languages</td>
<td>3-6</td>
</tr>
<tr>
<td>Humanities 101</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8-16</td>
</tr>
<tr>
<td>History 101 or 102</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td>3</td>
</tr>
<tr>
<td>Additional hours in history (101 or 102) or philosophy or religion</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Major work</td>
<td>21-33</td>
</tr>
<tr>
<td>Internship Projects</td>
<td>12-16</td>
</tr>
</tbody>
</table>

Electives to attain a Minimum Total of 124

<table>
<thead>
<tr>
<th>Degrees Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
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<tr>
<td>B.S.</td>
</tr>
<tr>
<td>English</td>
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<tr>
<td>Fine Arts</td>
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</tr>
<tr>
<td>Major work</td>
</tr>
<tr>
<td>Internship Projects</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 those in whose content, in the judgment of the department concerned, they demonstrate satisfactory proficiency. Students relieved of such required courses in this manner must still complete 124 hours in college. Hours credited through the Advanced Placement Program, the College-Level Examination Program, the International Baccalaureate Program, college-sponsored achievement testing, or certain other tests and experience, however, may be included in the 124 hours.

ENGLISH

SIX SEMESTER HOURS

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

FINE ARTS

THREE OR FOUR SEMESTER HOURS

This requirement is met by successfully completing one three-semester-hour 200-level course in Art, Music, or Theatre, or by successfully completing four semester hours in Music 100, 101, 102, and/or 200.

FOREIGN LANGUAGES

THREE OR SIX SEMESTER HOURS

This requirement is met by successfully completing one of the following six-hour course sequences or three-hour courses, or by demonstrating equivalent proficiency:

French 101, 102; or 103; or 201
German 101, 102; or 201
Spanish 101, 102; or 103; or 201

Greek 201-202
Latin 101-102
HUMANITIES 101  THREE SEMESTER HOURS
This course is normally required of every freshman. Those who fail it are required to take and pass English 101 before taking English 102.

NATURAL SCIENCE, B.A. DEGREE  EIGHT SEMESTER HOURS
This requirement is met by successfully completing two semesters of course work, preferably in the same department or program, in courses chosen from the following:
- Biology 101, 102, 111, 112, 213, 214
- Chemistry 123-124
- Geology 111, 112
- Physics 121, 122, or 141, 142
- Psychology 331, 332, 341, 342
- Science 101, 102, 103

NATURAL SCIENCE, B.S. DEGREE  SIXTEEN SEMESTER HOURS
This requirement is met by successfully completing two semesters of course work in each of two departments, in courses chosen from the following:
- Biology 101, 102, 111, 112, 213, 214
- Chemistry 123-124
- Geology 111, 112
- Physics 121, 122, or 141, 142
- Psychology 331, 332, 341, 342

HISTORY, PHILOSOPHY, AND RELIGION  TWELVE SEMESTER HOURS
This requirement is met by successfully completing one applicable course (see below) in each of the three departments, plus one other course, chosen as indicated below, in one of the departments.

History: Only 101 and 102 count toward the requirement. If the student wishes to apply one more history course toward the requirement, it too must be History 101 or 102.

Philosophy: Any 200-level course may be taken for the one course. If the student wishes to apply one more philosophy course toward the requirement, any other course in the department for which the student has the prerequisites 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, Religion 101 or any other 200-level or any 300-level course in the department for which the student has the prerequisites may be taken for that purpose.

MATHEMATICS  THREE SEMESTER HOURS
This requirement is met by successfully completing three semester hours in mathematics in any course in the department except Mathematics 100.

PHYSICAL EDUCATION  TWO SEMESTER HOURS
This requirement is met by successfully completing PE 101 and 102.

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 reviewed for approval by the Chairman of the student's major program and filed with the Registrar.

Major work 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 for the various majors ranges from twenty-one to forty (in addition to any prerequisite hours); the specific requirements for given majors are found under the departmental headings in the Courses of Instruction chapter of this Catalogue.

Qualified students may achieve double majors by completing all the requirements of each of two separate majors.

Under normal circumstances, 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 Education requirements not included in calculating that total. Similarly, neither those courses open primarily to freshmen nor those used to meet General Education requirements may be applied toward completion of major work requirements under normal circumstances.

A majority of the courses in a student's major must be taken and successfully completed at Wofford.

Interim Requirements
The graduation requirement for Interim has two parts; these deal with (1) the number of Interim projects students must complete, and (2) the number of projects they must pass. In general terms, the requirement is that each student must complete four projects (one for each full-time year or equivalent at Wofford) and must pass at least three.

More specifically, each student must complete one project for every twenty-seven semester hours of course work awarded or accepted by Wofford for the student after he or she matriculates at the college (except that students who complete all other requirements for graduation in three years must each complete only three projects).

The requirements regarding the numbers of projects which must be passed by transfer students and others who finish graduation requirements in less than four years (or the equivalent) at Wofford are that those students who are required to complete three projects must pass at least two; those required to complete two projects must pass two; and those required to complete one must pass one.

For students permitted one non-passing project completion, 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 by completing and passing projects in subsequent winter Interim periods, during any of which only one project may be undertaken by any student, as is always the case.

Credit hours earned in Interim projects may be applied only toward Interim requirements; they cannot be used to satisfy any portion of General Education or major requirements.

When a student undertakes an approved foreign study program whose calendar precludes his or her participation in Wofford's Interim in that year as ordinarily required, satisfactory completion of the foreign study program will stand in lieu of completion of an Interim project for that year.

When other extenuating circumstances in individual cases require such, the Coordinator of the Interim and the Registrar will determine whether the requirements for completion of Interim projects have been met. Normally, Interim grades of WP or WF would not signify project completion.

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 on 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 on 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 and in other courses graded on the Pass/Fail system, but including all general and major requirements.

The quality of a student's major work must be such that he or she finishes with a grade average at the C level or higher in all work 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 specific courses required for the major.

Grades transferred from other institutions, except Converse College grades earned when the cross-registration program is in effect and grades earned in Wofford-related programs in overseas institutions, will not be used in computing students' grade-point averages or in determining whether other grade requirements for graduation have been met.

Residency Requirement
The senior year of work (at least thirty semester 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. 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 opportunity to become liberally educated engineers. After a student has completed General Education requirements and certain prescribed courses in mathematics and the physical sciences at Wofford and has been recommended by the faculty, he or she is automatically accepted at the school of engineering at Columbia University or Georgia Institute of Technology. With successful continuation into the second year at the professional school, he or she may be awarded the bachelor's degree by Wofford, and after meeting requirements at the professional school (usually by the end of the second year there), the student is awarded the Bachelor of Science Degree in Engineering by that school.

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

Cooperative Program In Nursing
In a cooperative program with the Emory University School of Nursing, Wofford offers pre-professional studies which prepare students for admission to the professional nursing program at Emory. To qualify for admission to the Emory program, the student must complete at least sixty 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 regarding admission.
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. 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 advisors 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.

In rare instances, professional schools may offer students admission on transfer upon their completion of undergraduate general requirements and certain other conditions but before completion of their undergraduate degrees. A Wofford student who accepts such opportunity at an accredited school of medicine, dentistry, law, or veterinary medicine may yet receive the Bachelor of Arts or Bachelor of Science degree from Wofford by completing certain requirements in the professional school. Qualified students to whom these prospects are of interest should pursue them first with the professional schools they are considering, and then with the Registrar and the appropriate pre-professional advisors at Wofford.

**Teacher Education Program**

For many years Wofford College has prepared well-qualified teachers for the secondary schools of South Carolina and the nation through a teacher education program approved by the South Carolina Board of Education using standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Successful completion of the program led to recommendation for certification in South Carolina and some twenty-five other states.

Effective July 1, 1989, however, Wofford withdrew its teacher education program from consideration for approval by the state Board of Education, thus temporarily suspending the college’s formal participation in teacher education and providing opportunity to begin the process of planning for a revised program which would not only meet state requirements but combine the strongest features and best opportunities of both liberal arts and professional education preparation. When this planning has been completed (probably in 1991), the college will seek Board of Education approval for the new program and thus for the resumption of teacher education at Wofford.

Students who need further information may contact the Chairman of the Department of Education at Wofford.
Courses of Instruction

The Dean's Home, 1877
On the following pages are brief statements concerning course offerings, prerequisites, and major requirements. For fuller statements and more detailed explanations contact department chairmen or the Registrar.

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

Wofford students should be aware that, under the terms of a cross-registration agreement, they may have access also to a number of courses offered at Converse College. 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 at Converse courses 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 upperclass students. Freshmen may not take courses at Converse unless they have the permission of the Wofford Registrar.

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

Course and Program Descriptions

Accounting

PHILIP S. KEENAN, SUSAN M. WILEY

Students majoring in Accounting have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college’s natural science requirements). Students may not major in both Accounting and Finance or Accounting and Business Economics.

Any student who has twice failed a course listed as an Accounting major prerequisite may appeal to be exempted from that prerequisite. The student must request before the end of the add period of the subsequent semester that the faculty of the Department of Economics and Accounting review the appeal. The department faculty’s decision is final.

Many of the upper-level courses are offered only once a year and must be taken in a prescribed sequence. Majors who delay taking Accounting 211 past the fall semester of their sophomore year will have to attend summer school, possibly at a college other than Wofford, in order to graduate on time.

Major Prerequisites:
Math 130, 140, 181; Computer Science 101; 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 advisor of the Accounting major.

211. Accounting Principles I
An introduction to the basic concepts and methodology of financial accounting, with emphasis on the collection, analysis, and recording of business data. Includes financial statement preparation, with emphasis on assets and current liabilities.
(3-0-3) STAFF

212. Accounting Principles II
A continuation of Accounting 211, with emphasis on long-term debt and corporations. Also includes an introduction to managerial accounting, with emphasis on manufacturing costs and on management use of accounting data for planning, budgeting, and control. Prerequisite: Accounting 211.
(3-0-3) STAFF

351. Intermediate Accounting I
Study of accounting theory and concepts relating to net working capital, intangibles, and plant assets. Prerequisites: Accounting 211, 212.
(3-0-3) KEENAN

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.

In general, courses numbered in the 250’s, 450’s, or 460’s are research courses or directed study courses; those numbered in the 470’s are independent study courses; and those numbered in the 280’s, 480’s, or 490’s are special topics courses.

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 in the second semester.

Course numbers separated by a comma (e.g.: 201,202) indicate two one-semester courses, the second of which continues from the first; these courses may be entered at either semester.

Single course numbers (e.g.: 201) indicate one-semester courses.

Although as a general rule odd-numbered courses are offered in the fall semester and those with even numbers are offered in the spring semester, some courses may be offered in either semester.

On the last line of individual course descriptions are three numbers (in parentheses) which indicate, in turn, the number of class 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.
352. Intermediate Accounting II
A continuation of Accounting 351; study of accounting theory and concepts relating to the corporate capital structure. Additional topics such as pension accounting, cash flow statements, and accounting for leases. Prerequisites: Accounting 351, Finance 521.
(3-0-3) WILEY

402. Cost Accounting
Basic consideration of cost principles and procedures applicable to manufacturing operations with emphasis on planning, controlling, and decision-making. Prerequisites: Accounting 211, 212; Mathematics 130, 140.
(3-0-3) KEENAN

411. Advanced Accounting
Advanced topics such as consolidated financial statements, partnerships, foreign currency issues, estate and trust accounting. Prerequisite: Accounting 352.
(3-0-3) WILEY

412. Auditing
Theory of auditing, using generally accepted auditing standards. Additional emphasis on practical application of auditing techniques. Prerequisite: Accounting 352.
(3-0-3) WILEY

421. Tax Accounting
Theory and practice of federal income taxation for individuals and for corporations, with emphasis on property transactions. Prerequisites: Accounting 211, 212.
(4-0-4) KEENAN

441. Nonprofit Accounting
Generally accepted accounting principles as applied to not-for-profit organizations, including governmental units, hospitals, colleges, and voluntary health and welfare organizations. Prerequisites: Accounting 211, 212.
(3-0-3) WILEY

480+. Special Topics in Accounting
Topics and credit may vary from year to year. Prerequisite: Permission of instructor.
(1 to 3—0—1 to 3) STAFF

Biology

W. RAY LEONARD, Department Chairman
H. DONALD DOBBS, WILLIAM B. HUBBARD, DOUGLAS A. RAYNER, GEORGE W. SHIFLET, JR.

Major Requirements:
Biology 111, 112, 213, 214
Six advanced courses chosen in consultation with the Department Chairman. Two of these may be three-hour, non-laboratory courses. No more than two three-hour courses in Biology may be counted toward the major. Additional three-hour courses taken beyond the two will be treated as non-major electives. No prospective major should take advanced courses before completing 111, 112, 213, and 214.
In the senior year, performance to the satisfaction of the department faculty on a comprehensive examination on courses 111, 112, 213, and 214.
As related work, eight hours of laboratory courses in another science as required for the B.S. degree.

101. General Zoology
Fundamental facts and principles of animal life. Offered in summer only; does not count toward a major in Biology.
(3-3-4) STAFF

102. General Botany
Fundamental facts and principles of plant life. Offered in summer only; does not count toward a major in Biology.
(3-3-4) STAFF

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

112. Introduction to Genetics and Development
Study of the basic concepts of heredity and subsequent development of organisms.
(3-3-4) HUBBARD

213. Introduction to Plants and Ecosystem
Study of the structure and function of the vascular-plant body; plants, animals, man, and the physical environment as an ecosystem.
(3-3-4) RAYNER

214. Introduction to Molecular and Cellular Biology
Introduction to morphological, biochemical, biophysical, and genetic studies of living cells.
(3-3-4) LEONARD, SHIFLET

250. Introduction to Research
Course designed to introduce students to research through individual projects.
(3-0-3) SHIFLET

301. Genetics
Study of the principles of heredity with emphasis on the more recent experimental work.
(3-3-4) SHIFLET
302. Vertebrate Morphogenesis  
Study of vertebrate anatomy and embryology.  
(3-3-4) DOBBS

303. Microbiology  
Study of the biology of microorganisms, with emphasis on bacteria and viruses.  
(3-3-4) SHIFLET

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

307. Ecology  
Study of the environmental interactions that determine the distribution and abundance of organisms. Ecological principles discussed at the level of the organism, the population, the community, and the ecosystem.  
(3-3-4) RAYNER

310. Field Biology  
Introduction to the natural history of selected groups of native animals and plants. Emphasis on techniques for field capture and identification of animals and collection and identification of non-vascular plants.  
(3-3-4) RAYNER

311. Teaching Biology  
Study of topics of biology, presentation methods, practical laboratory activities, resources, and equipment. Normally does not apply toward Biology major. Offered as needed.  
(3-0-3) HUBBARD

313. Plant Physiology  
Introduction to the basic principles of plant physiology, including pioneering research, both recent and classical. Topics include basic background material, the physical processes at work in plants, plant biochemistry and metabolism, and plant growth and development.  
(3-3-4) RAYNER

315. The Plant Kingdom  
Study of body structure, life cycles, and relationships in the major groups of plants.  
(3-3-4) RAYNER

317. Field Botany  
Principles and practices in identifying, naming, and classifying vascular plants. Taxonomic principles, descriptive terminology, and use of keys in plant identification will be the lecture emphasis. Lab will involve the study of vascular plants in their natural environment.  
(3-3-4) RAYNER

401. History of Biology  
Study of the development of the biological sciences from antiquity to the present.  
(3-0-3) DOBBS

402. Human Genetics  
Study of the principles of genetics, using the human as the primary organism of interest.  
(3-0-3) HUBBARD

403. Human Biological Development  
Study of the major stages of biological development of the human, beginning with the formation of gametes and running through several specific organ systems. Abnormal development is considered at every level.  
(3-0-3) HUBBARD

404. Animal Physiological Principles  
Study of the leading ideas and concepts of the physiology of animals.  
(3-3-4) LEONARD

405. Immunology  
A concise but comprehensive and up-to-date introduction to modern immunology.  
(3-0-3) LEONARD

406. Advanced Molecular and Cellular Biology  
Study of various topics to include molecular techniques, control of gene expression, cell-cell communications, and molecular basis of cancer.  
(3-3-4) SHIFLET

407. Mammalian Histology  
Microscopic study of the cellular structure of tissues and organs.  
(3-3-4) LEONARD

408. Evolution  
Introduction to the principles that determine how plant and animal populations adapt to their environment, and study of the facts and concepts of the synthetic theory or organic evolution. In-depth discussion of the current creationist movement is included.  
(3-0-3) RAYNER

480+. Selected Topics in Biology  
The topic for any semester may be one of special interest, special need, or special content.  
(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 Course and In-Course Honors in this Catalogue.

Chemistry  

DONALD A. CASTILLO, JR., Department Chairman  
CHARLES G. BASS, 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 tracks. The Pre-Professional Chemistry Track 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 Track 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 premedical 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.
Both tracks call for the related work of eight hours of laboratory courses in another science as required for the B.S. degree.

**Prerequisites for either Major Track:**
Chemistry 123-124; Physics 141, 142; Mathematics 181, 182.

**Requirements for either Major Track:**
Chemistry 201-202, 213, and 311.
Participation in departmental seminars in junior and senior years.
Comprehensive examination in the senior year.

**Additional Requirements for the Pre-Professional Track:**
Chemistry 301, 312, 322, 410, and 420.
(Chemistry majors who plan to do graduate work in chemistry are strongly advised to take Mathematics 210 and to acquire a reading knowledge of German.)

**Additional Requirements for the Liberal Arts Track:**
Four semesters of the following (including at least one 400-level course):
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.)

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 major classes of organic compounds, with emphasis on structure and mechanisms. Prerequisite: Chemistry 123-124.
(3-3-4) each semester BASS

213. Introductory Analytical Chemistry
Fundamental theories and techniques of quantitative chemical analysis. Prerequisite: Chemistry 123-124.
(3-3-4) 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 semester hours may be earned in Chemistry 250+. Prerequisite: Chemistry 123-124 or permission of the department faculty.
(0-3-1) STAFF

280+. Selected Topics in Chemistry
Group or individual study of selected topics in chemistry at an intermediate level. Intended for non-chemists 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

301-302. Biochemistry
A rigorous introduction to modern biochemistry with an emphasis on the molecular basis of cellular structure and biological function. A thorough treatment of the physico-chemical properties of informational macromolecules is employed to provide a sound basis for the study of bioenergetics, metabolic organization, chemotheraphy, biotechnology, and the theoretical foundations of biology. Prerequisites: Chemistry 202; Physics 141, 142. Recommended: Chemistry 213; Biology 214.
(3-3-4) each semester MORROW

303-304. Biochemistry
Identical in content to Chemistry 301-302 but has no laboratory component. Same prerequisites apply.
(3-0-3) each semester 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: Chemistry 213; Physics 141, 142; Mathematics 181, 182. Recommended: Mathematics 210.
(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
Instrument and methods in absorption and emission spectrometry, gas chromatography, mass spectrometry, radioisotope and electrometric measurements. Prerequisites: Chemistry 213, 311.
(2-6-4) CASTILLO

420. Advanced Organic Chemistry
Modern mechanistic and synthetic topics of an advanced nature in organic chemistry. Primary emphasis will be placed upon the application of modern reactions and separation techniques used in the rational design of syntheses. This course is intended to provide the student with the tools necessary for conducting graduate-level research in organic chemistry.
(3-3-4) BASS

450:451. 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 instructor and 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. Prerequisites: Introductory course in area of study and permission of 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 Chemistry 250+ and Chemistry 450:451 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, Department Chairman
ANGELA B. SHIFLET, BENJAMIN F. VARN, JR., DAVID M. WHISNANT

The department offers a variety of courses which will help students acquire the knowledge, experience, and skill to use a computer as an effective tool in many areas. The department administers a major in Computer Science/Mathematics. Computer Science 240 and Math 181 are prerequisites for this major. Students completing the major may qualify for either the B.A. degree or the B.S. degree, depending upon how they meet the college's natural science requirement.

Major Requirements:

Computer Science: Computer Science 350, Physics 203, and at least three other computer science courses at the 300+ level (which may include several offerings in the 480+ series).

Mathematics: Mathematics 182, 220, 235, 431, and at least one of 140, 230, 330, or 421.

101. An Introduction to Computers
This course is an introduction to the general field of data processing and to the capabilities of Wofford's time-sharing computer system and micro-computers. Topics covered are the influence of the computer, computer hardware and software, input/output devices, and auxiliary storage devices. "Hands-on" experience is gained by working with software on the time-sharing system and on the micros. Software for word processing, electronic spreadsheets, and database management will be given particular emphasis, as will the graphics capability of the computer.

(3-0-3) STAFF

210. Programming in BASIC
In this course students are to learn to write computer programs using the BASIC language. Programming topics dealt with are program logic, flowcharting techniques, data entry and retrieval, arrays and tables, matrix manipulation, and the preparation and processing of files. Prerequisite: Computer Science 101 or a programming course.

(3-0-3) STAFF

220. Programming Mathematics and Science Applications in FORTRAN
In this course students are to learn to flowchart, write, and debug computer programs using the FORTRAN language and emphasizing mathematics and science applications. Prerequisite: Computer Science 101 or a programming course.

(3-0-3) STAFF

230. Programming Business Applications in COBOL
In this course students are to learn to plan, write, and debug computer programs using the COBOL language and emphasizing business applications. Prerequisite: Computer Science 101 or a programming course.

(3-0-3) STAFF

240. Programming Computer Science Applications in Pascal
In this course students are to learn to write computer programs using the Pascal language. Topics dealt with include string processing, list processing, searching and sorting recursion, and data types and structures. Students are introduced to problem solving and algorithm development, with emphasis on good programming style and data-structuring techniques. Prerequisite: Computer Science 101 or a programming course.

(3-0-3) STAFF

245. Development of Information Systems
In this course students are to learn the methods and techniques of the analysis, design, and development of computer-based information systems. The course includes work with database management systems using systems software. Prerequisite: Computer Science 101.

(3-0-3) STAFF

280+. Selected Topics in Computer Science
The 280+ courses provide opportunity for group or individual study of selected topics in computer science at an intermediate or advanced level. Students must present proposals for their study projects before the date for pre-registration. Projects for one, two, or three semester hours may be proposed and repeated for cumulative credit 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: Normally, at least three credit hours in computer science, but this may be waived by unanimous consent of the Computer Science faculty; other prerequisites may be set by the instructor of any project.

(0—0—1 to 3) STAFF

320. Programming Languages
This course is a comparative study of high-level programming languages, including study of the design, evaluation, and implementation of such languages. Emphasis is placed on the ways in which such languages deal with the fundamentals of programming. Prerequisite: Computer Science 240.

(3-0-3) STAFF

350. Data Structures
This course is an introduction to the formal study of data structures such as arrays, stacks, queues, lists, and trees along with algorithm design and analysis of efficiency.

(3-0-3) STAFF

480+. Special Topics in Computer Science
Specific topics offered will vary from semester to semester. Prerequisites will vary with topics.

(3-0-3) STAFF
Economics

MATTHEW A. STEPHENSON, Department Chairman
FRANK M. MACHOVEC, JOHN R. McARTHUR, RICHARD M. WALLACE

Two separate major programs are offered: Economics and Business Economics. For either major, students have a choice of receiving the B.A. degree or the B.S. degree (depending upon how they meet the college's natural science requirements). Students may major in both Economics and Accounting, but they may not major in both Economics and Finance. Students may not major in both Business Economics and Economics, or Finance, or Accounting.

Any student who has twice failed a course listed as an Economics/Business Economics major prerequisite may appeal to be exempted from that prerequisite. The student must request before the end of the add period of the subsequent semester that the faculty of the Department of Economics and Accounting review the appeal. The Department faculty's decision is final.

Major Prerequisites for either Major Program:
Mathematics 130, 140, 181; Computer Science 101.

Economics Major Requirements:
Economics 201, 202, 301, 302; grades of C-minus or better in Economics 201 and 202.
Fifteen additional semester hours of Economics.

Business Economics Major Requirements:
Economics 201, 202, 301, 302; Accounting 211, 212; grades of C-minus or better in Economics 201 and 202.
Two of the following courses: Economics 372, Finance 321, 331.
Two additional courses in Economics (excluding Economics 372).

201. Principles of Microeconomics
An introduction to the economic way of thinking and a study of market processes.
(3-0-3) STAFF

202. Principles of Macroeconomics
An introduction to macroeconomics, 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 market processes. Prerequisites: Economics 201; Mathematics 130, 181; a grade of C-minus or better in Economics 201.
(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 181;

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) MACHOVEC, McARTHUR

322. 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) MACHOVEC

331. Public Choice
A study of collective economic choice as to government activities and the influence of institutional structure on such choice. Prerequisites: Economics 201, 202.
(3-0-3) McARTHUR, WALLACE

332. Law and Economics
An economic analysis of Anglo-American legal institutions with emphasis on the economic function of the law of property, contract, and torts.
(3-0-3) McARTHUR, WALLACE

372. Business Law
A study of the uniform commercial code and the legal environment of business.
(3-0-3) STAFF

401. International Economics
A study of the theory of international specialization and exchange, the making of international payments, and the relationship of international transactions to national income. Prerequisite: Economics 301.
(3-0-3) MACHOVEC

431. Labor Economics
An applied microeconomic study of the market for labor services, with some emphasis on those features which make labor markets unique. Prerequisite: Economics 301.
(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

440. 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 classicalists, Marxists, marginalists, and Keynesians. Prerequisite: Economics 301.
(3-0-3) WALLACE

441. Comparative Economic Systems
A study of the nature and characteristics of a free market economy in comparison to controlled or managed economies such as socialism, communism, fascism, and mercantilism. Prerequisites: Economics 201, 202.
(3-0-3) MACHOVEC
442. Public Policy Toward Business
A study of government regulation of business and antitrust policy. Prerequisite: Economics 301.
(3-0-3) STAFF

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

### Education

JAMES P. MAHAFFEY, Department Chairman
DAVID H. PRINCE, DENO P. TRAKAS

The Education Department does not offer a major. The following courses will be among those required for certification to teach when the teacher education program being developed in the Education Department is approved by the state.

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) STAFF

300. Human Development
A survey designed to acquaint students with the physical, cognitive, social, and emotional asperts of development from conception through old age, with applications to parent and teacher education.
(3-0-3) STAFF

301. 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. Usually offered in the fall semester of odd-numbered years.
(3-0-3) STAFF

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

333. Practicum in Secondary School Methods I
Observation and participation in the instructional program of a public school under the supervision of a classroom teacher and college faculty members. Seminars, assigned readings, and attention to methods used will supplement the school experiences. To be taken in the Interim of the junior year. Prerequisites: Education 200 and 301.
(4 semester hours) STAFF

433. Practicum in Secondary School Methods II
A continuation of Education 333. To be taken in the Interim of the senior year. Prerequisites: Education 200, 301, 332, and 333.
(4 semester hours) STAFF

440. 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, 301, 310, 332, 333 and 433.
(12 semester hours) STAFF

480+. Special Topics in Education
Study of selected pertinent topics in education.
(3-0-3) STAFF

### English Language and Literature

GEORGE B. MARTIN, Department Chairman
DENNIS M. DOOLEY, VIVIAN B. FISHER, EDMUND HENRY, JOHN E. LANE, SALLY H. PLOWDEN, LINDA POWERS, MARY MARGARET RICHARDS, DENO P. TRAKAS, CAROL B. WILSON

#### Major Prerequisites:
English 200, 201, and 202.

#### Major Requirements:
Eight advanced courses, including at least one from each of the following groups:
- A. 301, 303, 305, 311, 313, 314, 317, 337.
- C. 321, 322, 339.

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

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 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
201. 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

202. 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

301. 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

303. 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

321. American Literature to the Civil War
A survey of American literature, from its beginning to the Civil War.
(3-0-3) DOOLEY, PLOWDEN

322. American Literature Since the Civil War
A survey of American literature since the Civil War.
(3-0-3) DOOLEY, PLOWDEN, TRAKAS

324. Southern Literature
A study of major Southern authors of this century, with emphasis on the literature as an expression of Southern culture. Authors include the Vanderbilt Agrarians, Faulkner, Warren, O'Connor, Woltz, and Dickey.
(3-0-3) DOOLEY

327. Adolescent Literature
Principles for selection of works of literature appropriate for study at various levels in secondary schools; methods of teaching such works, including use of various media; analytical discussion of specific works from major genres.
(3-0-3) TRAKAS

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

337. The Early English Novel
A study of representative British novels of the eighteenth century and Romantic period.
(3-0-3) FISHER

338. The Later English Novel
A study of major novels of the Victorian and modern periods.
(3-0-3) FISHER

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

341. Contemporary Literature
A study of major writers of the twentieth century in America and England.
(3-0-3) PLOWDEN, RICHARDS

343. Comparative Literature: From Homer to T. S. Eliot
Comparative studies of selected works from the great literatures of the world. The courses are 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.
(3-0-3) MARTIN, RICHARDS
344. Comparative Literature: Literature of the Emerging World
A study of the literature of emerging peoples, to include Asian, African, Central
and South American, African-American, and Native American literatures,
designed to enhance our understanding and appreciation of the diversity of
cultures that make up our world and our heritage.
(3-0-3) MARTIN, RICHARDS

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 drawn from a variety of cultures.
(3-0-3) MARTIN

347. Grammar and History of English
A study of the literature of short stories and poems.
(3-0-3) MARTIN

348. Technical Writing
A practical course in writing and analyzing reports, instructions, letters,
memoranda, and other material typical of business, industry, and the professions.
Does not count toward a major in English.
(3-0-3) MARTIN

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 writing of straight
news stories. 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 reports, instructions, letters,
memoranda, and other material typical of business, industry, and the professions.
Does not count toward a major in English.
(3-0-3) FISHER

480+. 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 provides a background for graduate study or for a
wider range of careers. It integrates a thorough knowledge of the finance
function with an emphasis on quantitative analyses, many of which are
performed on the computer.

Students majoring in Finance have a choice of receiving the B.A. degree or
the B.S. degree (depending upon how they meet the college's natural science
requirements). Finance majors may not major also in Economics, Business
Economics, or Accounting.

Any student who has twice failed a course listed as a Finance major prereq­
usite may request an exemption from that prerequisite. The request must be
made to the Coordinator of the Finance major before the end of the add
period of the subsequent semester. The faculty of the Department of
Economics and Accounting will rule on the request. Its decision will be final.

Major Prerequisites:
Accounting 211, 212; Computer Science 101; Economics 201, 202; Mathemat­
ics 130, 140, 181.

Major Requirements:
Economics 322; Finance 321-322, 411, 430, 440; and one course from Account­
ing 421, Economics 372, Finance 331, or a course which is approved by the
Finance coordinator and taken as part of Wofford’s foreign study program.
When offered, Finance 480+ may be substituted for Finance 430 or Finance
440.

321-322. Business Finance I and II
A study of the fundamental concepts in financial management, including
-present value, stock and bond valuation, financial analysis and forecasting,
capital budgeting, and long-term financing alternatives. Prerequisite: Ac­
counting 211.
(3-0-3) each semester PROCTOR

331. Management
A study of management, including such major topics as performance, worker
productivity, social responsibilities, managerial skills, organizational theory,
and strategy. Both historical and contemporary examples are used to illustrate
important concepts. The course contains a significant writing component that
is used to analyze current issues in management.
(3-0-3) PROCTOR

411. Investments
A study of investment alternatives such as stocks, bonds, options, and futures,
and of the markets which provide for trading in these instruments. Modern
portfolio theory will be studied and applied using groups of investment
possibilities. Using a computer software package, students will construct
several portfolios and track their performance throughout the semester.
Prerequisite: Finance 321.
(3-0-3) PROCTOR
**Fine Arts**

JAMES R. GROSS, Department Chairman  
CONSTANCE D. ANTONSEN, VICTOR BILANCHONE, MIRANDA DI MARCO, W. GARY McCRAW, LINDA POWERS, PETER L. SCHMUNK, ELAINE WAGNER

**Art and Art History**

A major in Art History is offered in conjunction with Converse College. Students from either college may take the major. Some courses are offered only at Wofford and some courses only at Converse, while others are available at both schools. In addition to the major requirements listed below, a semester or Interim spent in study abroad is strongly recommended.

Students pursuing the major in Art History must take and pass an appropriate course in music or theatre to fulfill the General Education requirement in the fine arts. Philosophy 310, a requirement for the major in Art History, may not also be applied toward the General Education requirement in philosophy.

**Major Requirements:**

Art 201, 202 (or 101-102 at Converse), Philosophy 310, Art 245, and five other Art History courses.

201, 202. **Survey of the History of Western Art**

An introductory survey of Western art and its major monuments, artists, techniques, styles, and themes. Art 201 encompasses the art of prehistory, the ancient world, and the Middle Ages; 202 surveys the art from the Renaissance to the present.

(3-0-3) each course SCHMUNK

210. **Principles and Styles of Architecture**

An introduction to the study of architecture through an examination of the principles that underlie architectural design and experience and a survey of the major styles that comprise the history of architecture.

(3-0-3) SCHMUNK

240. **Oriental Art**

A survey of the art of the Orient with particular emphasis on that of China. The course opens with an examination of ancient Chinese bronzes and concludes with contemporary Chinese painting. Indian sculpture and Japanese painting and architecture will be scanned for their contributions to or derivation from the art of China.

(3-0-3) ANTONSEN

245. **Studio Art**

For both beginning and more experienced students, this course provides instruction in a variety of techniques basic to drawing and painting with oil and watercolor.

(3-0-3) WAGNER

301. **Ancient and Classical Art**

A study of the greatest of the ancient art traditions, that of Greece, against a background of its Egyptian and Near Eastern origins. The course concludes with a brief treatment of the art of the Etruscans and a more extensive examination of Roman painting, sculpture, and architecture.

(3-0-3) ANTONSEN

302. **Medieval Art**

A study of the major developments in the visual arts during the Middle Ages, including the art of Constantinian Rome and Byzantium, the pre-Christian art of the North and its assimilation into the Christian tradition, the artistic expression of monasticism and pilgrimage, and the Gothic flowering of art in cathedral construction, sculpture, and manuscript illumination.

(3-0-3) SCHMUNK

303. **Italian Renaissance Art**

A study of the development of art in the first period of modern realism. The status of the three major arts in 1300 will be touched upon to establish the ground upon which the Renaissance grew to its climax with Michelangelo. The great sculptors, painters, and architects of Italy will be examined, for it is here that the Renaissance produced its most beautiful and significant works.

(3-0-3) ANTONSEN

304. **Baroque and Rococo Art**

A study of the various individual, national, and period styles practiced during the seventeenth and eighteenth centuries, a period encompassing the artistic expression of absolute monarchy, Catholic encouragement vs. Protestant rejection of liturgical art, the foundation of academies of art, and the revelatory works of Bernini, Rubens, Velazquez, and Rembrandt.

(3-0-3) SCHMUNK

305. **Nineteenth-Century Art**

A study of the principal styles and artists that distinguish the art produced just prior to and throughout the nineteenth century, seen against the background of significant cultural developments: political and industrial revolutions, nationalism, secularism, and the waning influence of the academies vs. the emergent concept of the avant-garde.

(3-0-3) SCHMUNK
The following courses in art history are offered at Converse College.

101-102. Introduction to the History of Western Art

301. Ancient and Classical Art

304. Baroque and Rococo Art

305. Nineteenth-Century Art

306. Twentieth-Century Art Before 1945

309. Twentieth-Century Art Since 1945

401. American Art

Music

A student may earn a maximum combined total of eight semester hours in the applied music courses (100, 101, 102, 200, 280+).

100. Men's Glee Club
The study and performance of selected choral literature for men's voices from the Renaissance to the contemporary period. Additional requirements may include local concerts, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Director.
(0-3-1) BLANCHONE

101. Concert Choir
The study and performance of selected choral literature for mixed voices from the Renaissance to the contemporary period. Additional requirements may include local concerts, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Director after audition.
(0-3-1) BLANCHONE

102. Women's Ensemble
The study and performance of selected choral literature for women's voices from the Renaissance to the contemporary period. Additional requirements may include local concerts, a Christmas concert, a spring concert, and a spring tour. Prerequisite: Permission of Director.
(0-3-1) DMARCO

200. Band
The study and performance of selected band literature with emphasis on stage and band training. Additional requirements may include several concerts and performance in pep band for sports events. Prerequisite: Permission of Director.
(0-3-1) McCRAW

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

202. The Elements of Music
The development of aural recognition and identification of musical patterns. The development of proficiency in recognizing and responding to the symbols of music notation.
(3-0-3) BLANCHONE

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

Theatre

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

202. Acting
A continuation of Theatre 201 with emphasis on acting (vocal, body movement, improvisation). All students enrolled will participate actively in laboratory productions. Prerequisite: Theatre 201 or permission of instructor.
(2-4-3) GROSS

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

400+. 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 6 semester hours may be earned in Theatre 400+.
(0-3-1) GROSS

440. Media Production Techniques
A practical course in producing videotape to be used as a communication and/or educational tool. 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
CARMEN CHAVEZ, CAROLINE A. CUNNINGHAM, WILLIAM W. MOUNT, JR., ERIKA SCAVILLO, ANNEMARIE J. WISEMAN, DENNIS M. WISEMAN

Major Prerequisites:
Completion of course 102 (or the equivalent) of the language selected for the major. (Courses taken at the 100 level may not be counted toward a foreign language major.)

French Major Requirements:
Twenty-four semester hours of course work in French, including eighteen semester hours of advanced language study (courses numbered 300 or higher). The advanced study will include 303, 304 or 306, 308, and two 400-level courses (including at least one in literature). A semester of foreign study is very strongly recommended.

German Major Requirements:
Twenty-four semester hours of course work in German, including eighteen semester hours of advanced language study (courses numbered 300 or higher). The advanced study will include 301, 302, 307, and two 400-level courses (including at least one in literature). Courses numbered above 304 are not regularly offered. It is not possible for a student to complete a major in German without at least one semester of foreign study in German or Austria.

Spanish Major Requirements:
Twenty-four semester hours of course work in Spanish, including eighteen semester hours of advanced language study (courses numbered 300 or higher). The advanced study will include 303, 305 or 307, 308, and two 400-level courses (including at least one in literature). A semester of foreign study is very strongly recommended.

Students may not repeat for credit or grade points a 100- or 200-level language course once they have received credit for another course at a higher level in the same language.

Departmental Courses

241, 242, 243. Language and Culture via Satellite
Students may use the Earth Station as a language and culture classroom, selecting the amount of viewing time they wish to undertake in a given semester: 3 viewing hours per week (241 = 1 credit hour), 6 viewing hours per week (242 = 2 credit hours), 9 viewing hours per week (243 = 3 credit hours). Students meet with a faculty member for a weekly individual consultation, at which time they deliver a written summary of their viewing experiences. The courses may be repeated up to a maximum of 4 credit hours. Prerequisite: Spanish, French, or German 201 or permission of instructor.
(1-3 to 9-1 to 3) STAFF

280+. Special Topics in a Foreign Language
The study of special topics, at the introductory and intermediate levels, in French, German, Greek, Spanish, or other foreign languages as available.
(0—0—1 to 4) STAFF

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

480+. Special Topics in a Foreign Language
The study of special topics, at the advanced level, in French, German, Greek, Spanish, or other foreign languages as available.
(0—0—1 to 4) STAFF

French

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

103. Beginning Active French
Same as 101, 102 above, but conducted in one semester, normally in the Fall.
(3-1-3) 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

303. Advanced French
To refine reading, writing, and speaking skills in the French language. Attention will be paid to levels of discourse and written expression. Every effort will be made to present French as it is currently used, while also respecting the classical traditions of the Academie Francaise. Improvement in the ease and richness of expression by each student is a major goal of the course. Conducted in French. Prerequisite: French 202 or the equivalent.
(3-1-3) STAFF

304. The French World: France
A discovery of France and its social and cultural institutions through a study of contemporary issues and of differences and similarities between American and French attitudes, policies, and tastes. Conducted in French. Prerequisite: French 202 or permission of instructor.
(3-3-4) CUNNINGHAM, D. WISEMAN

306. The French World: Africa, Europe, the Americas
An exploration of the French-speaking countries of the world beyond the metropole, in Europe (Belgium, Switzerland), Africa (Morocco, Algeria, Chad, Senegal, and the Ivory Coast), and the Americas (Haiti, Quebec). Focus will be on the social and cultural institutions of non-French francophones and their concerns as expressed in a foreign idiom. Conducted in French. Prerequisite: French 203 or equivalent.
(3-3-4) CUNNINGHAM, D. WISEMAN
308. Introduction to French Literature
An introduction to French literature. The student will learn reading techniques which illuminate the content of a text through an appreciation of style, syntax, and rhetorical device. Diverse literary genres will be studied, including works of prose (fiction and non-fiction), poetry, and theater. At the same time, emphasis will be placed on the historical, social, and cultural contexts of the chosen works. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3-0-3) CUNNINGHAM, D. WISEMAN

412. The French Novel
Readings 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 308 or permission of instructor.
(3-0-3) CUNNINGHAM, D. WISEMAN

413. French Poetry
Study of a variety of texts from representative poetic movements from the seventeenth century through the twentieth century. Emphasis will be placed on 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 308 or permission of instructor.
(3-0-3) CUNNINGHAM, D. WISEMAN

414. French Non-Fiction
A careful reading of selected major essays, journalistic articles and reviews, biographies and autobiographies, and other non-fictional texts by writers in French. The course will focus on important themes and perspectives of influential French authors—contemporary and historical—as well as on the basic elements and strategies of their prose styles. Conducted in French. Prerequisite: French 308 or the equivalent.
(3-0-3) CUNNINGHAM, D. WISEMAN

415. 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 308 or permission of instructor.
(3-0-3) CUNNINGHAM, D. WISEMAN

421. French Film Seminar
A study of French film as an art form. Using a representative sample of films as "texts," the course will consider narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the contrasitive analysis of literary and cinematic fictions; the cinematic depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as auteur. Conducted in French. Prerequisite: French 308 or permission of instructor.
(3-3-4) D. WISEMAN

440. The Art and Craft of Translation
To enrich and deepen the student's understanding of different methods of written expression in French, the course will focus on expansion of the student's active and passive vocabulary and on the student's appreciation of the linguistic nuances that distinguish French language from English language. Conducted in French and English. Prerequisite: French 303 or the equivalent.
(3-0-3) CUNNINGHAM, D. WISEMAN

442. Oral Proficiency: Conversing and Interpreting in French
A practical approach to speaking French. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course will examine the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course will also consider techniques of oral assessment and the nature of professional interpreting as a career. Conducted in French. Prerequisite: French 303 or equivalent.
(3-1-3) A. WISEMAN

443. French Phonetics
An introduction to the International Phonetic Alphabet and its application to problems of correct phonetic utterance. Phonetic accuracy will improve oral expression by the student and aural comprehension by the listener. Conducted in French. Prerequisite: French 303 or permission of instructor.
(3-1-3) CUNNINGHAM, D. WISEMAN

German

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

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

301, 302. Conversation and Composition
Intended to drill the student in the application of grammar and the idiomatic usage of German. Conducted in German. Prerequisite: German 202 or the equivalent.
(3-1-3) each course STAFF

303, 304. A Survey of German Literature
A study of German literature from the Middle Ages to the present. The first course treats German literature from the Middle Ages to Romanticism. The second course is devoted to the nineteenth century and the contemporary period. Prerequisite: German 302 or the equivalent.
(3-0-3) each course SCAVILLO

305, 306. German Literature of the Nineteenth Century
The first course is devoted principally to the study of the works of Goethe, and the second to those of Lessing and Schiller. Conducted in German. Prerequisite: German 302 or 304 or the equivalent.
(3-0-3) each course STAFF

307. 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) SCAVILLO
Greek

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

201-202. Intermediate Greek
Review of grammar and extensive reading from classical and Hellenistic 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 communication skills will be emphasized through extensive use of Spanish in the classroom.
(3-1-3) each course STAFF

103. Beginning Active Spanish
Same as 101, 102 above, but conducted in one semester, normally in the Fall.
(3-1-3) 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

303. Advanced Spanish
Intensive practice in the passive skills (reading, listening) and in the active skills (writing, speaking) to reach an advanced level of proficiency in Spanish. Practice with an extensive range of authentic listening and reading materials will allow students to work toward a superior level of recognition control. In the active skills, manipulative and creative practice in real communication will help students to develop an advanced level of productive control. The course will also stress vocabulary acquisition and accuracy in the application of grammatical principles. Conducted in Spanish. Prerequisite: Spanish 202 or the equivalent.
(3-1-3) 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.
(3-3-4) CHAVEZ

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.
(3-3-4) GRISWOLD

308. Modern Writers of the Hispanic World
An advanced language and introductory literature course emphasizing basic techniques 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 303 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD, A. WISEMAN

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 discussion in English or Spanish. Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) GRISWOLD

412. Hispanic Narrative Fiction
A careful reading of representative short stories and novels by major authors of the Hispanic world. The course will also focus on the fundamental elements and techniques of narrative fiction and critical reading strategies. Conducted in Spanish.
Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD

413. Hispanic Poetry
A careful study of representative poetry by major authors of the Hispanic world. The course will also focus on the fundamental elements and techniques of poetry in Spanish and critical reading strategies. Conducted in Spanish.
Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD

414. Hispanic Non-Fiction
A careful reading of major essays, journalistic articles and reviews, biographies, and other non-fictional texts by Spanish and Spanish-American writers. The course will focus on important themes and perspectives of influental Hispanic authors—particularly their commentaries on U.S. attitudes, culture, and foreign policy—as well as on the basic elements and strategies of their prose styles. Conducted in Spanish.
Prerequisite: Spanish 308 or permission of instructor.
(3-0-3) CHAVEZ, GRISWOLD

421. Spanish and Spanish-American Film Seminar
A study of Hispanic film as an art form. Using a representative sample of films as "texts," the course will consider narrative processes, representational modalities, and the language of film (cinematographic techniques and devices). Other topics of consideration may include the depiction of social and cultural realities (film as cultural mirror, film as propaganda); the historical development of a national film industry; and the director as auteur. Conducted in Spanish.
Prerequisite: Spanish 308 or permission of instructor.
(3-3-4) CHAVEZ, GRISWOLD, A. WISEMAN

440. El arte de la traducción/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 idiosyncratic jargons of business, journalism, law, and politics will be sampled. Conducted in Spanish and English. Prerequisite: Spanish 303 or permission of instructor. (3-0-3) CHAVEZ, GRISWOLD, A. WISEMAN

441. Practical and Creative Writing in Spanish
A practical approach to writing in Spanish. The course will sample a wide variety of writing projects, such as personal letters and diaries, business letters and memos, newspaper and magazine articles, commercial advertisements, recipes, instructions, letters of recommendation, and the traditional genre of autobiography, short story, essay, and poetry. Course work will concentrate on the development of clarity of expression, lexical precision, structural accuracy, and graceful, persuasive, and appropriate styles. Conducted in Spanish. Prerequisite: Spanish 303 or the equivalent. (3-0-3) CHAVEZ, GRISWOLD, A. WISEMAN

442. Oral Proficiency: Conversing and Interpreting in Spanish
A practical approach to speaking Spanish. Using a wide variety of spoken samples for listening practice and role-play tasks for speaking practice, the course will examine the functions and contexts of oral proficiency levels from intermediate to superior abilities. The course will also consider techniques of oral assessment and the nature of professional interpreting as a career. Conducted in Spanish. Prerequisite: Spanish 303 or the equivalent. (3-1-3) A. WISEMAN

Geology
Terry A. Ferguson, Acting Department Chairman

A major in Geology is not available at Wofford, but the courses offered in the Department of Geology are designed to help students appreciate the scientific method and understand the Earth by exposing them to the minerals, rocks, structures, landforms, and processes of representative portions of this region and this continent. Much of the laboratory work is conducted in the field. Extended field trips necessitating expenditures by students are required.

111. Introduction to Physical 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) FERGUSON

112. Introduction to Historical 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) FERGUSON

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. (3-4-4) FERGUSON
Division B: International Relations and Comparative Government

340. International Relations
A study of the relations among peoples, groups, and states in the world community and the forces, pressures, and conditions which influence foreign policies of states.
(3-0-3) SEITZ

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

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

420. American Foreign Policy
A study of the forces and factors involved in the formulation and implementation of contemporary United States foreign policy.
(3-0-3) SEITZ

430. The Politics of Development
A study of the political issues and choices involved in the economic development of both developed and developing nations. The focus is on issues related to population, energy, food, the environment, and the use of technology.
(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

391. Classical Political Thought
A survey of ancient and medieval political thought. Students will read and discuss important works by the major writers.
(3-0-3) TYNER

392. Modern Political Thought
A survey of political thought from the sixteenth century (Machiavelli) to the present. Students will read and discuss important works by the major writers.
(3-0-3) TYNER

435. Contemporary Political Ideologies
Students will read material from three schools of thought (liberalism, conservatism, and socialism) that have shaped the modern world.
(3-0-3) TYNER

440. American Political Thought
An examination of the origin and development of major American political ideas as revealed in political essays, letters, and novels.
(3-0-3) TYNER

History

THOMAS V. THOROUGHMAN, Department Chairman
ROSS H. BAYARD, JOSEPH H. KILLIAN, JOAB M. LESSENE, JR.,
PHILIP N. RACINE, TRACY J. REVELS

Major Prerequisites:
History 101, 102, 250

Major Requirements:
A major consists of twenty-four semester hours. In addition, all majors must complete a special senior reading program. Within the department, there is a distribution requirement for majors: (a) at least nine semester hours in American history; (b) at least three semester hours in early European history (330, 340, 350); (c) at least three semester hours in modern European history (360, 370, 380, 381, 382); and (d) at least three semester hours in African, Asian, Middle Eastern, or Latin American history.

101. History of Modern Western Civilization to 1815
Basic survey of Western Europe, the Renaissance to the Congress of Vienna.
(3-0-3) STAFF

102. History of Modern Western Civilization Since 1815.
A basic survey of Western Europe since 1815.
(3-0-3) STAFF

201. History of the United States, 1607-1865
A basic survey of American history from the settlement at Jamestown to the surrender at Appomattox.
(3-0-3) KILLIAN, REVELS

A basic survey of American history from Reconstruction to the present.
(3-0-3) KILLIAN, REVELS

250. Research Methods
Suggestions about writing, introduction to library and research tools, instructions in mechanics. Tests on tools and procedures. To be taken as early as possible by all students planning to major in history. Offered spring semester.
(1-0-1) BAYARD

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

302. England Since 1688
The history of modern Britain since the Glorious Revolution.
(3-0-3) THOROUGHMAN

305. History of South Carolina
Selected topics in the history of South Carolina from the colonial period to modern times.
(3-0-3) RACINE
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<th>Course Number</th>
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| 307.          | History of the Old South  
A cultural, economic, and social history of the South from 1820 to the Civil War.  
(3-0-3) RACINE |
| 308.          | History of the New South  
The South since the Civil War, a continuation of History 307.  
(3-0-3) RACINE |
| 309.          | American Colonial Society to 1763  
A study of American colonials as members of the British Empire, as settlers of  
the new frontier, and as innovators in institutions and ideas.  
(3-0-3) RACINE |
| 310.          | American Military History  
A study of Americans at war, with emphasis on the twentieth century.  
(3-0-3) KILLIAN |
| 311.          | American Social and Intellectual History, 1763-1865  
An exploration of American society, thought, and culture from the Revolution  
through the Civil War.  
(3-0-3) REVELS |
| 312.          | American Social and Intellectual History Since 1865  
The history of ideas in the United States, emphasizing the relationship between  
ideas and society. Topics: religion, education, literature, science and technology,  
immigration, philosophy, theology, and social reform.  
(3-0-3) KILLIAN |
| 313.          | Constitutional History of the United States  
Framing of the Constitution of the United States, major constitutional doctrines,  
and judicial controversies over the meaning of constitutional provisions.  
(3-0-3) KILLIAN |
| 314.          | American Civil War  
A study of the Civil War years, 1861-1865.  
(3-0-3) RACINE |
| 316.          | African-American History  
A survey of the African-American experience from 1619 to the present.  
(3-0-3) KILLIAN |
| 319.          | History of American Women  
An exploration of the experience of women in their public and private roles  
throughout American history.  
(3-0-3) REVELS |
| 320.          | American Diplomatic History  
A history of American foreign policy from national independence to the status of  
international superpower.  
(3-0-3) REVELS |
| 324.          | Twentieth-Century America  
History of the United States since 1914.  
(3-0-3) KILLIAN |
| 330.          | The Ancient World  
A study of the emergence and development of the early river valley civilizations,  
the Greek city-states, the Hellenistic Age, and the Roman world.  
(3-0-3) BAYARD |

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<tr>
<th>Course Number</th>
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| 340.          | History of the Middle Ages  
A survey of medieval civilization, with emphasis on cultural and institutional  
developments.  
(3-0-3) THOROUGHMAN |
| 350.          | Renaissance and Reformation  
A study of Western Europe from about 1300 to about 1600  
(3-0-3) THOROUGHMAN |
| 360.          | Europe in the Seventeenth and Eighteenth Centuries  
A consideration of the social, economic, political, and intellectual development  
of Europe from 1600 to 1789. Special emphasis on the emergence of the nation state,  
the rise of modern science, and the intellectual milieu of the Enlightenment.  
(3-0-3) THOROUGHMAN |
| 370.          | Europe, 1789-1870  
A survey of the growth of nationalism and democracy in modern Europe, with  
consideration also being given to social conditions and intellectual climate.  
(3-0-3) BAYARD |
| 380.          | Europe, 1870-1918  
A survey of Europe, with attention to social conditions, the new states,  
the rise of imperialism, world politics, and the struggle for power.  
(3-0-3) BAYARD |
| 381.          | Europe and the World, 1918-1935  
A survey of post-World War I Europe and the world, focusing on internal affairs,  
the rise of totalitarian states, and the approach of World War II.  
(3-0-3) BAYARD |
| 382.          | The World Since 1935: New Age of Conflict  
This course is designed to furnish historical background for better understanding  
of complex contemporary world problems.  
(3-0-3) BAYARD |
| 390.          | Tropical Africa Since 1870  
A survey of tropical Africa from the late nineteenth century to the present,  
including 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 |
| 391.          | Modern Middle East  
A survey of the history of the Middle East, with emphasis on Islamic traditions  
and culture, the emergence of nationalism, and the achievement of independence  
and statehood.  
(3-0-3) THOROUGHMAN |
| 392.          | Modern East Asia  
A survey of the history of East Asia since the beginning of the nineteenth  
century.  
(3-0-3) THOROUGHMAN |
| 393.          | Latin American History  
Selected problems, periods, or issues in Latin American history, including  
colonialism, nationalism, and modernization.  
(3-0-3) REVELS |
Humanities

JAMES A. KELLER, Coordinator

The Humanities major is intended for students with specific interests which cut across the existing majors offered in humanities disciplines: art history, English, foreign languages, history, philosophy, and religion. It offers students who have this sort of interest the opportunity to design their major, but it also requires of these students extra initiative to do so. Students considering this major should understand that it is not intended for those who simply have a broad interest in the humanities; such students should major in one of the humanities departments and take electives in the others.

Any student interested in this major should see the Coordinator, who will discuss the suitability of the major for the student’s interests and will help in selecting faculty members who might appropriately serve as a committee to direct the student’s major.

Major Prerequisites:
A 3.0 cumulative GPA for at least three semesters or recommendation for the major by three faculty members from different humanities departments.

Major Requirements:
Eight 300- or 400-level courses from at least three different humanities departments and one three-hour independent study. The independent study should be taken during the senior year (normally in the spring semester) and should integrate work from the various departments; the study would be supervised and evaluated by one faculty member from each of the departments, with one serving as chair and primary supervisor. (A six-hour senior honors project with the same interdepartmental structure may be substituted for the three-hour course.)

Intercultural Studies

THOMAS V. THOROUGHMAN, Coordinator

The Intercultural Studies major offers students the opportunity to develop interdepartmental majors 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 majors in 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 thirty-three 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
CLARENCE L. ABERCROMBIE, CURTIS P. BELL, LEE O. HAGGLUND,
TED R. MONROE, ANGELA B. SHIFLET

Major Prerequisites:
Mathematics 181, 182

Major Requirements:
One of Computer Science 210, 220, 240 (CS 240 recommended); Mathematics 210 and 220; one of Mathematics 230, 235, 330; one of Mathematics 240, 421; two of Mathematics 431, 432, 441, 442; and two additional mathematics courses numbered above 200.
Prospective graduate students should try to take all four semesters of the courses Mathematics 431-432 and 441-442.

100. Pre-calculus Mathematics
A study of algebraic, trigonometric, exponential, and logarithmic functions and other topics needed for the study of calculus or other quantitative courses. Offered in summer only.
(3-0-3) STAFF

130. Finite Mathematics
A study of matrices, linear programming, finite probability theory, and applications of these topics to problems in the social, life, and management sciences.
(3-0-3) STAFF

140. Statistics
An introduction to statistical thinking and the analysis of data using such methods as graphical descriptions, correlation and regression, estimation, hypothesis testing, and statistical models.
(3-0-3) STAFF

181. Calculus 1
A study of the theory and applications of the derivative of algebraic, exponential, and logarithmic functions, and an introduction to the theory and applications of the integral. Suitable for students of both the natural and the social sciences.
(3-0-3) STAFF

182. Calculus 2
A study of the theory, techniques, and applications of integration, the development and applications of trigonometric and inverse trigonometric functions, and an introduction to the theory of infinite sequences and series. Prerequisite: Mathematics 181 or equivalent.
(3-0-3) STAFF

210. Multivariable Calculus
A study of the geometry of three-dimensional space and the calculus of functions of several variables. Prerequisite: Mathematics 182.
(3-0-3) HAGGLUND

220. Linear Algebra
The theory of finite dimensional vector spaces, linear transformations, and matrices with applications to such problems as systems of linear equations, differential equations, and linear regression. Prerequisite: Mathematics 182.
(3-0-3) BELL

230. Operations Research
A study of some of the applications of mathematics to problems of industry. Topics include linear programming and applications, goal programming, dynamic programming, game theory, and computer implementation of algorithms for solving such problems. Prerequisite: Computer Science 101.
(3-0-3) BELL

235. Discrete Mathematical Models
An introduction to some of the important models, techniques, and modes of reasoning of non-calculus mathematics. Emphasis on graph theory and combinatorics. Applications to computing, statistics, operations research, and the physical and behavioral sciences. Prerequisite: Mathematics 182 or permission of instructor.
(3-0-3) SHIFLET

240. Differential Equations
The theory and applications of first and second order differential equations and systems of equations. Analytical methods and an introduction to numerical techniques. Prerequisite: Mathematics 182.
(3-0-3) ROBINSON

300. History, Philosophy, and Role of Mathematics
A study of the development of mathematics as a major component of culture, the philosophy of mathematics, the axiomatic method, and the role of mathematics as both a tool of science and a creative art. Prerequisite: Mathematics 182.
(3-0-3) ROBINSON

330. Numerical Methods
A study of the theory and computer implementation of numerical methods. Topics include error analysis, zeros of polynomials, numerical differentiation and integration, and systems of linear equations. Prerequisites: Mathematics 182 and computer programming ability.
(3-0-3) HAGGLUND

380. Geometry
A study of the foundations of Euclidean geometry with emphasis on the role of the parallel postulate. An introduction to non-Euclidean (hyperbolic) geometry and its intellectual implications.
(3-0-3) HAGGLUND

421-422. Probability and Statistics
A study of probability models, random variables, estimation, hypothesis testing, and linear models with applications to problems in the physical and social sciences. Prerequisites: Mathematics 210.
(3-0-3) each semester MONROE

431-432. Abstract Algebra
The axiomatic development of abstract algebraic systems, including groups, rings, integral domains, fields, and vector spaces. Prerequisite: Mathematics 220.
(3-0-3) each semester HAGGLUND, MONROE
112. Introduction to obligations associated with any of the basic program courses.

Basic Program

111. Introduction to ROTC and the U. S. Army
This course, intended primarily for freshmen, provides a basic orientation to ROTC and the U. S. Army. Course topics include the role and structure of the Army, military customs and courtesies, and basic marksmanship. Optional laboratory each week.
(1-0-1) STAFF

112. Introduction to ROTC and the U. S. Army
This course, a continuation of MS 111, further introduces the student to the Army, basic military skills, and mountaineering/rough terrain skills. Topics include recent military operations, introduction to leadership, the Soviet threat, and basic soldiering techniques. Optional laboratory each week.
(1-0-1) STAFF

480+. Special Topics in Mathematics
Advanced topics in undergraduate mathematics offered occasionally to meet special needs. Typical topics include number theory, foundations of mathematics, topology, and complex variables.
(3-0-3) STAFF

Military Science

LTC MICHAEL H. BISHOP, Department Chairman
MAJ RICHARD C. WEBB, CPT STEVENSON L. REED, CPT ROBERT L. SMITH

Military Science offers a basic program and an advanced program. Satisfactory completion of six semester hours in the basic program may qualify the student for selection for the advanced program. (Satisfactory completion of a six-week basic camp in the summer after the sophomore year, or suitable prior military experience, or three years of ROTC may substitute for a portion of the basic program as means of qualifying for the advanced program.) Successful completion of the bachelor's degree and the advanced program, including the advanced camp in the summer between the junior and senior years, a military history course, and computer and mathematics literacy courses, qualifies the graduate for either a reserve or a regular commission as a Second Lieutenant in the United States Army.

Advanced-program students and students on ROTC scholarship are required to participate in a weekly military science laboratory. Students in the basic program are encouraged to participate in the department's adventure training activities, which are held periodically during the year. These activities include rappelling, marksmanship, whitewater rafting, the ranger platoon, and paint-ball wars.

The Military Science Department does not offer a major. There is no military obligation associated with any of the basic program courses.

211. ROTC Basic Military Skills
Designed for sophomores who have previously taken MS 111 and MS 112, this course introduces the student to the basic military skills utilized by all members of the military forces. Topics include first aid, communications, command and staff functions, and leadership techniques and applications. Optional laboratory each week.
(2-0-2) STAFF

212. ROTC Basic Military Skills
Topics in this course include military map reading, army weapons, and fundamentals of physical training. Mandatory laboratories during the semester.
(2-1-2) STAFF

Advanced Program

301. Military Science
Comprehensive instruction in map reading and land navigation, squad and platoon movement techniques, first aid, the Soviet soldier, and communications. One weekend field-exercise and a weekly leadership laboratory.
(3-1-3) STAFF

302. 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 use of various weapons. One weekend field-exercise and a weekly leadership laboratory.
(3-1-3) STAFF

401. Military Science
A study of the officer personnel management system, military command and staff functions, military briefings, the Army training management system, military correspondence, the law of war, military ethics and professionalism, and personnel counseling. 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 is the last course in the Military Science requirements for commissioning. Subjects include military justice, laws of war, military logistics, military courtesies, Army personnel management, the role of the NCO and officer enlisted relationships, Army battle doctrine, the National Defense Organization, the Army and society, Army customs and courtesies, and the transition from student to officer. 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
CHARLES D. KAY, MARK N. PACKER

Major Requirements:
The major requires twenty-six hours in addition to courses taken to satisfy the General Education requirement. At least twenty of these hours must be courses at the 300-level or above. The courses taken to satisfy the major must include the following:
A. One course in logic and/or reasoning (206, 207, or 321).
B. The basic history-of-philosophy sequence (351 and 352).
C. Metaphysics and Epistemology (345).
D. One course in ethics (210, 213, 311, or 425).
E. One special-area course (301, 310, 323, or 342)
F. Senior Directed Study (450).

If any of the above is used to meet another requirement (e.g., a General Education requirement or a requirement for another major), the student must take an additional philosophy course at the appropriate level.

Introductory Courses:
Any 200-level course is appropriate as a first course in philosophy; none presupposes any previous departmental courses.

201. Introduction to Philosophy
An 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) STAFF

207. Legal and Scientific Reasoning
An examination of special problems in reasoning that arise in the courtroom and the scientific laboratory, with an emphasis on rules of evidence and burden of proof requirements. Offered in 1992-93.
(3-0-3) PACKER

210. Bio-Medical Ethics
An introduction to ethics through a study of its applications in the area of health care. The course will include a survey of the major ethical theories and focuses on a selection of important problem areas such as euthanasia, abortion, human experimentation, and the justice of health care distribution. Offered every year.
(3-0-3) KAY

213. Ethics and Business
An introduction to ethics through a study of its applications in the area of business. Emphasis will be placed on the analysis of selected case studies; the course will include a survey of major ethical systems and theories of social and economic justice. Offered every year.
(3-0-3) KAY

215. Ethics in America
An examination of contemporary ethical conflicts as discussed by contemporary American public figures and founded on Greek, Biblical, moral law, and utilitarian traditions. Normally offered only in summer.
(3-0-3) STAFF

2804. Special Topics
An introduction to philosophy through the philosophical analysis of issues in some area of contemporary concern. Offered intermittently.
(3-0-3) STAFF

Advanced Courses:
The satisfactory completion of an Introductory Course, or permission of the instructor, is normally prerequisite to enrollment in any Advanced Course in the department.

301. Philosophy of Law
An introduction to several basic issues in the philosophy of law, such as the relation between legal norms and moral values, methods of legal reasoning, and the scope and foundations of rights. Seminal concepts of concern to law will be analyzed, including "contract," "liberty," and "justice." Readings will include traditional and contemporary essays in jurisprudence and selected Supreme Court decisions. Offered every year.
(3-0-3) PACKER

310. Aesthetics
An examination of traditional and contemporary issues in the arts, art criticism, and art education, including the possibility of objective standards of aesthetic value, the significance of the emotions for judgments about art, and the relation between aesthetic standards and other normative criteria. Prerequisite: Any two courses in philosophy, or permission of instructor. Offered in 1991-92 and 1992-93.
(3-0-3) PACKER

311. Principles of Ethics
A study of the major systems of ethical thought, both ancient and modern, and their development. Emphasis will be on the critical examination and understanding of key texts by such authors as Aristotle, Kant, and Mill. Offered in 1992-93.
(3-0-3) KAY

321. Formal Logic
An introduction to the techniques of modern formal logic, including Venn diagrams, propositional calculus, and first-order polyadic predicate calculus. Offered every semester on an auto-tutorial basis. Interested students should consult with the instructor.
(3-0-3) KELLER
323. Philosophy of Science
An examination of the methods, aims, and limits of scientific inquiry. The course will explore the logic of scientific evidence and the nature of scientific laws, explanations, theories, and scientific change. Offered in 1991-92.
(3-0-3) KAY

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 1991-92.
(3-0-3) KELLER

345. Metaphysics and Epistemology
A systematic survey of issues in the two fields and of their inter-relations. The course will consider the fundamental concepts in terms of which we think about the world, the nature of knowledge and of justified belief. Offered in 1992-93.
(3-0-3) KELLER

351. Ancient and Medieval Philosophy
A study of several classical tests from Greek, Roman, and early Medieval sources, with emphasis on their historical continuity. Readings will be drawn from the works of selected pre-Socrates, Plato, and Aristotle, the post-Aristotelian schools of Greece and Rome, and representative thinkers of the Christian, Jewish, and Islamic traditions from the late Roman Empire through the 13th century. Offered in 1992-93.
(3-0-3) PACKER

352. Early Modern Philosophy
A historical survey of the rise of modern philosophy in its cultural setting during the seventeenth and eighteenth centuries. Emphasis will be on the study of selected texts, from Descartes to Hume, in relation to the philosophical, religious, and scientific thought of their day. Prerequisite: Any two courses in philosophy, or permission of instructor. Offered in 1992-93.
(3-0-3) KAY

353. Nineteenth- and Twentieth-Century Continental Philosophy
A historical survey of seminal writings primarily in the French and German traditions of the nineteenth and twentieth centuries. Works by Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, Sartre, and Merleau-Ponty will be read. Topics to be discussed include the relative significance of reason and passion for constituting the world, the ontological priority of the person, and the value of art for philosophical questioning and interpretation. Offered in 1992-93.
(3-0-3) PACKER

420. The Philosophy of Alfred North Whitehead
A consideration of the metaphysics of the late A. N. Whitehead and philosophy within the Whiteheadian tradition. Prerequisite: Any 300-level course, or permission of instructor.
(3-0-3) KELLER

425. Rationality and Commitment
A critical examination of the question of the extent to which reason can and should guide our moral commitments. Prerequisite: Any 300-level course, or permission of instructor.
(3-0-3) KELLER

450. Senior Directed Study
A course of individualized directed study in which the student will prepare a written paper (normally a revised and expanded version of earlier work), make an oral presentation on the paper topic, and pass an examination on a prescribed list of fundamental philosophical concepts. Required of all philosophy majors beginning with the class scheduled to graduate in 1994. Normally to be completed in the fall of the senior year. Prerequisite: Permission of instructor.
(1-0-2) STAFF

470. Independent Study in Philosophy
A course which allows the student to pursue independently, under the guidance of a member of the department, some topic in philosophy which is of special interest to him or her. Normally open only to seniors, it is intended primarily to allow further study of topics introduced in courses in the regular curriculum and secondarily to allow the study of topics not covered in the regular curriculum. Only one independent study may be counted toward satisfying the major requirements, and it may not be counted toward those requirements if a student does a senior honors project. Prerequisite: Permission of instructor.
(0-0-3) STAFF

480+. Special Topics
A study centered around one philosophical topic of current significance with attention given to recent philosophers. Prerequisite: Any 300-level course, or permission of instructor. Offered intermittently.
(3-0-3) STAFF

Physical Education
MARK LINE, Department Chairman
MICHAEL W. AYERS, SUNG-DUK CHO, RICHARD A. JOHNSON, A. WADE LANG, CRYSTAL C. SHARPE, WILLIAM A. WATSON, NATHAN W. WOODY, MICHAEL K. YOUNG, GARY B. ZINGLER

The successful completion of courses 101 and 102 is a General Education requirement for graduation.

The Physical Education Department does not offer a major.

101, 102. Lifetime Sports and Fitness Activities
Participation in each semester of the sophomore year in lifetime sports and/or fitness activities. The various sports and activities are offered in sections as follows: basic aerobics; advanced aerobics; beginning weightlifting; advanced weightlifting; golf; swimming; lifesaving; softball; racquetball; tennis. Students may not repeat sections.
(3-0-1) each course STAFF
Physics

DANIEL W. WELCH, Department Chairman
J. DANIEL LEJEUENE, C. RANDOLPH MAHAFFFY, JR.

Major Prerequisites:
Physics 141, 142

Major Requirements:
The physics department offers two major tracks to help prepare for a variety of careers. Both tracks require Physics 141, 142 as prerequisites. Auxiliary requirements are Chemistry 123-124; Mathematics 181, 182, 210, 240; and a computer science course (200-level or higher) or Physics 203. Further requirements are listed below.

Industry/Education Physics Track:
This program is for those who plan to attend graduate school in a field other than physics and those who plan immediate employment in areas such as industry, government, or public schools. (Those who plan certification to teach in secondary schools should also see the Teacher Education Handbook.) The course requirements are Physics 206, 211, 221, 311, 331, two semesters of 370+, plus nine more hours selected from other physics courses.

Preprofessional Physics Track:
This program is for those who plan to enter graduate school in physics in preparation for a career in the field. The course requirements are Physics 211, 221, 331, 441, 442, two semesters of 370+, plus 12 more hours selected from other physics courses.

108. Astronomy
A survey course in astronomy which includes observational astronomy, the solar system, structure and evolution of stars and galaxies, and cosmology.
(3-0-3) STAFF

121,122. General Physics
A study of mechanics, heat, light, sound, electricity, magnetism, and modern physics. Prerequisite: Mathematics 181.
(3-3-4) each course STAFF

141,142. Physics for Science and Engineering
A calculus-based study of mechanics, heat, light, sound, electricity, magnetism, and modern physics suitable for those majoring in areas such as physics or chemistry and for those in pre-engineering. Prerequisites: Mathematics 181 during or prior to 141 and Mathematics 182 during or prior to 142.
(3-3-4) each course STAFF

203. Computer Organization and Interfacing
This course is situated at the point where software meets hardware. From there it reaches downward to the microcode level and upward to the system level. To meet the needs of scientists and computer scientists, the logical and physical foundations on which computer systems are built are developed with enough rigor that functioning computer systems can be successfully altered for new applications during the laboratory component of the course. The algorithm design and control programming required for this progress during the course from the microcode and machine language level, through hand assembly, to full assembly methods. The course concludes with an analytical comparison of competing contemporary architectures.
(3-3-4) STAFF

206. Electronics
An elementary course in the principles of electronic devices, circuits, and instruments. It is intended for students of science who desire some understanding of the electronic instrumentation they use. Prerequisite: Physics 122 or Physics 142.
(3-0-3) STAFF

211. Modern Physics
A study of the major developments in physics since 1895 with emphasis on special relativity, the atom, the nucleus, and "elementary particles." Prerequisites: Physics 122 or Physics 142, and Mathematics 182.
(3-0-3) STAFF

221. Mechanics
Classical Newtonian analytical mechanics. Newton's laws are used together with vector analysis to analyze problems in statics and dynamics, with emphasis upon the latter. Problem-solving situations include rectilinear particle dynamics (especially oscillators), general particle dynamics, non-inertial reference frames, central forces, systems of particles, and mechanics of rigid bodies. Prerequisites: Physics 121, 122 or Physics 141, 142, and Mathematics 182.
(3-0-3) STAFF

231. Thermodynamics
Development and application of basic concepts and methods useful in understanding thermal phenomena. The approach is divided into three basic branches: classical thermodynamics, kinetic theory, and statistical mechanics. Prerequisites: Physics 121, 122 or Physics 141, 142, and Mathematics 210.
(3-0-3) STAFF

250+. Introduction to Research
An opportunity to learn the elements of research in physics by participating in one of the department's existing research projects. A maximum of four semester hours may be earned in this way. Prerequisites: Physics 371 and permission of the instructor and department chairman.
(0-3-1) STAFF

280+. Special Topics
An opportunity to participate in a special intermediate course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisite: Physics 211.
(0 to 3-0 to 3-1) STAFF
311. Contemporary Physics
This course requires reading on selected topics in the current physics publications in the library and presenting these findings in written and spoken form using standard technical/presentation formats. The structure of the physics literature is introduced together with search methods (including online databases) for accessing that literature. The general physics background of the student is developed as the tool for comprehending readings taken from professional physics publications and topics with significant relationship to life outside the laboratory. Prerequisite: Physics 211.
(3-0-3) STAFF

321. Optics
This course presents and demonstrates the proper use of several alternative models of the electromagnetic spectrum including the ray model, the wave model, and the quantum model. Prerequisites: Physics 121, 122 or Physics 141, 142.
(3-0-3) STAFF

331. Electricity and Magnetism
The subject of this course is the physics and mathematics of the classical description of the electromagnetic field. This includes the experimental and theoretical background for several of Maxwell's equations, in vacuum and in matter. Prerequisites: Physics 221 and Mathematics 182.
(3-0-3) STAFF

341. Quantum Physics
The mathematical structure and physical meaning of quantum mechanics as a fundamental theory of physics are developed at the intermediate level. Problems are drawn from areas such as the structure of nuclei, atoms, molecules, and crystals. Prerequisites: Physics 211 and Mathematics 210.
(3-0-3) STAFF

370+. Advanced Laboratory
This is a series of four semesters of experiments and projects that develop the basic experimental skills that a physics major should have. These include use of standard physics instrumentation, some familiarity with shop tools, laboratory record-keeping and report-writing, and knowledge of ways in which basic physical quantities are measured. The basics for all of these are developed in 371, so it must be taken first. The others may then be taken in any order. Prerequisite: Physics 211.
(0-3-1) STAFF

441, 442. Theoretical Physics
These courses are designed for students planning to attend graduate school and are to be taken in the senior year at Wofford. The material is taken from the more advanced portions of mechanics, electrodynamics, quantum physics, optics, and introductory statistical mechanics. Special attention is given to the mathematical methods used in each of these areas. Prerequisites: Mathematics 210, 240 and Physics 211, 221, 331, 341.
(3-0-3) each course STAFF

451, 452. Research
Active participation in a research project selected from one of the department's existing projects or developed earlier in Physics 250+ or in coordination with a faculty member. The student is expected to maintain a regular weekly schedule of lab and library work in connection with this project, keep a notebook in standard format, and write a detailed research report to be retained by the faculty member. Prerequisites: Physics 221, 331, 371, and permission of instructor.
(0-6-2) each course STAFF

480+. Advanced Special Topics
An opportunity to participate in a special advanced course offering. Students planning to take this course should consult with the instructor during the previous semester. Prerequisites: Physics 221, 331, 341, and 371.
(0 to 3—0 to 3—1) STAFF

Political Economy and Philosophy
MARK PACKER, DAVID H. TYNER, RICHARD M. WALLACE, Coordinators

The major in Political Economy and Philosophy offers students the opportunity for interdisciplinary study designed to afford an appreciation of the nature of a free society, of its philosophical foundations, and of its political, economic, and legal institutions.

Major Prerequisites:
Economics 201 and Government 202 are prerequisites for the major.

Major Requirements:
An additional twenty-seven hours are required, of which fifteen hours are devoted to a core requirement for all students in the major: Government 392 and 411; Economics 331; Philosophy 301; and Political Economy and Philosophy 440.

For the other twelve hours required by the major, students are to complete four courses chosen from among Economics 202, 301, 311, 422, 441, 480; Government 391, 440, 444; Philosophy 206, 311. Conditions governing the selection of the four courses are that no course or courses used by a student to satisfy General Education requirements or the requirements of another major can count toward the major in Political Economy and Philosophy for that student, and that no more than two of the four courses may be in the same department.

440. Senior Seminar in Political Economy and Philosophy
A seminar designed to integrate the core courses in the major and allow the application of the major elective courses with an emphasis on critical reasoning and writing skills. A major research project will be completed during this course as a senior thesis.
(3-0-3) PACKER, TYNER, WALLACE

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Major Requirements:

Psychology 321, 322, 331, 332, 341, 342, Mathematics 140 or Psychology 360, and one senior seminar are the course requirements for the major. Courses from the advanced electives series will be included in the calculations for determining the student's grade-point average in the major.

Students who major in psychology must meet requirements for the B.S. degree. Thus they are required to complete eight hours of laboratory science outside the psychology department (the Science degree program). Thus the they are required to complete eight hours of laboratory science contributing to that requirement.

Introductory and General Elective Courses

110. Introductory 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
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 behavioral and cognitive psychology. The course will also explore the application of human learning skills to such areas of concern as academics, emotions, and adjustment.
(3-0-3) PILLEY

231. Biological Basis for Behavior
Review of "internal causes" of behavior and of effects of drugs on behavior. The course explores the function of the nervous system as means for producing behavior and as a mechanism for psychoactive drugs. Of particular interest to persons planning careers in human service fields such as religion, public health, social concerns, and youth activities.
(3-0-3) SCOTT

340. Human Sexuality
A careful presentation of data on human development and sexual adjustment which provides a framework for behavior directed toward constructive human relationships. The course provides a careful research 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

321. Child Development
A study of the total development of the human organism from conception.
(3-0-3) SEEGARS

322. Behavior Pathology
The study of the cause of inappropriate behaviors (including mental illness) and techniques for redirecting 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, psychophysical 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

360. Experimental Design
The application of statistics to the design of experiments in the behavioral sciences.
(3-0-3) SCOTT

441. 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 on learning, motivation, or perception.
(3-0-3) STAFF

442. 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 of human interaction in small groups. The course focuses on theoretical explanations for group interaction as well as on current empirical data. Students 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
Primary focus on the mentally and emotionally handicapped child, with some study 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. Emphasis on interviewing, motivating, selling, brainstorming, and related aspects of social psychological processes in industrial settings. Of special interest to students of business, law, and the ministry.
(3-0-3) STAFF

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

448. Psychology in the Community
A course in which students become involved in the practical application of psychological training. Students work a minimum of ten hours a week in a community program under supervision at such agencies as the Spartanburg Mental Health Center, Broughton State Hospital, Charles Lea Center, or Spartanburg Alcohol and Drug Abuse Commission.
(1-4-3) STAFF

460. Senior 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

480+. Special Topics Seminar
An intensive examination of an advanced area of psychology. Specific content is 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

Religion
JOHN M. BULLARD, Department Chairman
CHARLES D. BARRETT, R. STEPHEN GOWLER, LARRY T. McGEHEE,
WILLIAM W. MOUNT, JR.

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

I. Introductory Courses
101. 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

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 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 relevancy for modern life.
(3-0-3) STAFF

II. The Bible
301. Jesus
An analysis of the Gospels with concern for Jesus' life and teachings 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
310. The Formation and Authority of Christian Scripture
A study of the formation of Christian Scripture, especially the New Testament canon, with attention to the development of its authority within the emerging Christian Church of the first three centuries.
(3-0-3) MOUNT

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

312. Israel's Poetry and Wisdom Literature
The religious and philosophical thought of Israel's Wisdom Movement as found in the books of Proverbs, Ecclesiastes, Job, and portions of the Apocrypha. Also, a study of the forms of Hebrew poetry analyzed with reference to the Psalter as the vehicle of ancient Israel's devotional life in a community of worship.
(3-0-3) BULLARD

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

320. Biblical Thought
The major unifying themes of biblical thought and such related issues as the nature of inspiration and the Bible as Word of God.
(3-0-3) BULLARD

III. Theology and Ethics

321. Conceptions of God
An investigation of major conceptions of God, with particular reference to their religious meaning and function, their historical emergence and development, their savor as sources and symbols of social and cultural values, and the question of their inevitability as features of human experience. Though concepts from a variety of traditions will be examined, emphasis will be placed on the distinctive features of the Jewish-Christian perspective.
(3-0-3) BARRETT

322. Conceptions of Christ
Proceeding from the assumption that Christians see in Christ both a major clue to the meaning of reality as a whole and the normative embodiment of the biblical covenant between God and humankind, this course investigates historic situations in which Christology, or the Christian concept of Christ, underwent reformulation.
(3-0-3) BARRETT

323. Twentieth Century Theology
An examination of the thought of major contributors to theological discussion in the twentieth century
(3-0-3) BARRETT

324. New Frontiers in Christian Thought
An analysis of new approaches to persistent religious and theological problems. The course begins with a study of Dietrich Bonhoeffer's idea of "religionless Christianity" and explores such subsequent phenomena as the God-is-dead theology, the Charismatic movement, and liberation thought.
(3-0-3) BARRETT

IV. Religious Traditions

330. Religion and Literature
An exploration of religious experience—the dialectic of faith and doubt, the problem of evil, the desire for transcendence, the quest for self-understanding, the awareness of God's presence and absence—as reflected in major works of fiction, poetry, and drama. The reading list will include such writers as Dostoevsky, Tolstoy, Hopkins, Kafka, Beckett, O'Connor, Solzhenitsyn, and Wiesel. Prerequisites: One introductory course in English and one in Religion.
(3-0-3) GOWLER

340. Religion in America
Studies in the role played by the Judaic-Christian tradition in the formation of American mores, thought, and culture, with due attention to the reciprocal impact of environment on faith. Prerequisite: One course in American history or permission of instructor.
(3-0-3) BULLARD

355. Religions of the Middle East
An introduction to the history of religions, beginning with philosophical and anthropological considerations and moving to an examination of the four classical monotheistic religions: Judaism, Zoroastrianism, Christianity, and Islam.
(3-0-3) BULLARD

356. Religions of Asia
A cultural analysis (continuing Religion 355) of Hinduism, Buddhism, Confucianism, Taoism, Shinto, and the new religions of Japan. World religions compared.
(3-0-3) BULLARD

V. Advanced Studies

470. 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
**Science**

DAVID M. WHISNANT, Coordinator

As the course description below suggests, the Science program and courses are presented primarily for students who are not oriented toward science majors or science-related professions. The successful completion of two of the three courses fulfills the General Education requirement in natural science for the B.A. degree. None of the three counts, however, toward science requirements for the B.S. degree or toward the requirements or related work for any major.

**Science 101, 102, 103. Investigation in Science**

Designed to develop in students an appreciation of the procedures of logical inquiry, observation, abstraction, generalization, analysis, and prediction by which scientists organize man's understanding of nature, these courses place emphasis on exemplifying science, rather than on acquiring familiarity with a specific body of content. The instructors involve their students in science studies closely related to the instructors' fields of competence and enthusiasm. Sections of the courses are taught by members of the departments of biology, chemistry, geology, physics, and psychology. The topics of Science 101 deal with physical sciences; 102, life sciences; and 103, a combination.

(3-3-4) each course STAFF

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**Sociology**

GERALD A. GINOCCHIO, Department Chairman
CLARENCE L. ABERCROMBIE, TERRY A. FERGUSON,
DAN B. MAULTSBY, GERALD T. THURMOND

**Major Requirements:**

Sociology 200, 210, 310, 320, 330, plus three electives in the department.

(With permission of the Department Chairman, majors may substitute Sociology 205 or Sociology 225 for Sociology 200.) It is strongly recommended that Sociology majors fulfill their mathematics requirement by taking Mathematics 140.

**200. Introduction to Anthropology**

An introduction to physical and cultural anthropology.

(3-0-3) FERGUSON

**205. Cultural Anthropology**

A study of human behavior in different societies.

(3-0-3) THURMOND

**210. Introduction to Sociology**

An introduction to the sociological perspective, focusing on the interrelations of individuals, groups, and institutions in modern society.

(3-0-3) GINOCCHIO, THURMOND

**215. Social Problems**

An examination of social problems such as crime, poverty, inequality, and racism, emphasizing the interplay of the various institutions of society.

(3-0-3) GINOCCHIO, THURMOND

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**220. Sociology of Criminal and Deviant Behavior**

An application of the sociological perspective to an understanding of criminal and deviant behavior and to attempts to control such behavior.

(3-0-3) GINOCCHIO

**225. Human Ecology**

An ecological approach to an examination of the relationships between natural resource bases and the human societies they support.

(3-0-3) ABERCROMBIE

**230. Urban Sociology**

An examination of the nature and development of the city and of types of social behavior characteristic in an urban environment.

(3-0-3) GINOCCHIO

**220+. Special Topics**

Introductory-level research or exploration in topics not offered in the regular department courses.

(3-0-3) STAFF

**310. The Development of Sociological Theory**

A review and analysis of the history of social thought leading up to and focusing especially on the development of modern sociology in the nineteenth and twentieth centuries.

(3-0-3) GINOCCHIO

**315. Sociology of the Family**

A study of the family as a social institution.

(3-0-3) THURMOND

**320. Social Psychology**

A study of the relationship between the individual and society.

(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+. Advanced Special Topics**

Advanced-level independent research or exploration in topics not offered in the regular department courses.

(3-0-3) STAFF
The Register

Sandor Teszler Library, 1969
The Board of Trustees

Wofford College has twenty-seven trustees, who serve as the legal governing body of the college under the conditions of the will of the Reverend Benjamin Wofford and the state charter of 1851. Trustees are elected by the South Carolina Annual Conference of the United Methodist Church.

The following list identifies those persons who served as trustees in the 1989-90, 1990-91, 1991-92 academic years and indicates those whose terms began or ended in those years.

H. DANIEL AVANT ’61 (Term began 1990)
President, Edens & Avant, Inc.
Columbia, South Carolina

JAMES E. BOSTIC, JR. (Term began 1991)
Executive Vice President, Butler Paper Company, Division of Georgia Pacific Corporation
Englewood, Colorado

WILLIAM R. BOUKNIGHT (Term began 1991)
Minister, First United Methodist Church
Myrtle Beach, South Carolina

DeARMOND CANADAY
Minister (Retired), Director of Planned Giving, Spartanburg Methodist College
Spartanburg, South Carolina

J. HAROLD CHANDLER ’71
President and Chief Executive Officer, Sovran Bank/D.C., Maryland and Northern Virginia
Bethesda, Maryland

MARSHALL CHAPMAN (Term expired 1990)
Chairman 1989-90
Chief Executive Officer, Inman Mills
Inman, South Carolina

ANNE SPRINGS CLOSE
Chairman of the Board, The Close Foundation, Inc.
Lancaster, South Carolina

JAMES E. CLYBURN (Term began 1990)
Commissioner, State Human Affairs Commission
Columbia, South Carolina

JERRY A. COGAN, JR. (Term began 1990)
President, Milliken Research Corporation
Spartanburg, South Carolina

W. J. BRYAN CRENSHAW ’43
Minister (Retired), South Carolina Conference, United Methodist Church
Greenville, South Carolina, and Lake Junaluska, North Carolina

ROBERT E. GREGORY, JR. ’64
Businessman
Hendersonville, North Carolina

ROGER HABISREUTINGER (Term expired 1990)
President, Champion Investments, Inc.
Spartanburg, South Carolina

JAMES G. HALFORD ’45 (Term expired 1990)
Physician and Medical Educator
Anderson, South Carolina

WILLIAM H. HAMBRICK ’49 (Term began 1990)
President and Chief Executive Officer, Clement Lumber Co., Inc.
Spartanburg, South Carolina

BOYD C. HIPP, II ’74
President, Laurel One Corporation
Columbia, South Carolina

A. CLARK JENKINS
Minister, Emmanuel United Methodist Church
Sumter, South Carolina

MILTON KIMPSON (Term began 1990)
Deputy Commissioner for Program Services, South Carolina Department of Corrections
Columbia, South Carolina

JAMES T. LANEY
President, Emory University
Atlanta, Georgia

ROGER MILLIKEN
Chairman and Chief Executive Officer, Milliken & Company
Spartanburg, South Carolina

CONSTANTINOS N. PAPADOPOULOS ’54 (Term expired 1991)
Vice Chairman 1990-91
President, Papadopoulos & Associates
Houston, Texas

ELIZABETH JOHNSTON PATTERSON (Term expired 1990)
Member, United States House of Representatives
Spartanburg, South Carolina
JOHN C. PEARSON (Term expired 1991)
District Superintendent, South Carolina Conference, United Methodist Church
Greenville, South Carolina

WILLIAM P. PHILLIPS '55 (Term began 1990)
Senior Vice President, TW Services, Inc.
Spartanburg, South Carolina

J. EDWIN REEVES
President, The Reeves Foundation
Summit, New Jersey

JEROME J. RICHARDSON '59 (Term expired 1990)
President and Chief Executive Officer, TW Services, Inc.
Spartanburg, South Carolina

JULIUS S. SCOTT, JR.
President, Paine College
Augusta, Georgia

WALTER W. SESSOMS '56
Vice Chairman 1989-90, Chairman 1990-92
Senior Vice President, Regulatory & External Affairs, Southern Bell
Atlanta, Georgia

DARWIN SIMPSON (Term began 1991)
Regional Vice President, Van Waters and Rogers
Spartanburg, South Carolina

F. OSCAR SMITH, JR. '54 (Term expires 1992)
District Superintendent, South Carolina Conference, United Methodist Church
Columbia, South Carolina

KATE ELIZABETH SMITH (Term expired 1990)
Physician
Turberville, South Carolina

CURRIE B. SPIVEY, JR. (Deceased June 21, 1991)
President, Ballenger Industrial & Commercial Services
Greenville, South Carolina

HUNTER R. STOKES '60 (Term expired 1990)
Physician and Medical Educator
Florence, South Carolina

WALLACE A. STOREY (Term expired 1991)
Chief Engineer (Retired), Milliken & Company
Spartanburg, South Carolina

TOCCOA W. SWITZER (Term began 1991)
Community Volunteer
Union, South Carolina

WILLIAM H. WILLIMON '68 (Term expires 1992)
Secretary 1989-91, Vice Chairman 1991-92
Dean of the Chapel and Professor of Christian Ministry, Duke University
Durham, North Carolina

JOYCE PAYNE YETTE '80
Attorney, Covington and Burling
Washington, D.C.

JOHN M. YOUNGER, JR. '53 (Term expires 1992)
Secretary, 1991-92
Minister, St. Johns United Methodist Church
Anderson, South Carolina
The Wofford College National Alumni Association consists of more than 10,000 persons who attended Wofford for one year or more. The association is organized 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 appointed to serve staggered four-year terms. The officers and members of the Board of Directors for calendar year 1991 are identified below. End-dates for individual terms of service are indicated in parentheses following the directors' names.

In addition to the elected members of the Board, there are several ex-officio members. They are the Chairman of the Board of Trustees of Wofford College, the President of the College, the officers of the development staff, a representative from the faculty, the President of the Terrier Club (the fund-raising organization for athletics), the Chairman of the Alumni and Development Committee of the Campus Union, and the Director of Career Services and Placement.

**EXECUTIVE COMMITTEE:**

David R. Clark 65 (1992)
President
President, Thomas & Howard Company, Inc.
Columbia, South Carolina

Dennis W. Shedd 75 (1993)
President-Elect
US District Judge, District of South Carolina
Greenville, South Carolina

John F. Rhem, Jr. 71 (1991)
Past-President
Attorney, Eikenburg & Stiles
Houston, Texas

Donald L. Fowler 57 (1991)
National Annual Fund Chairman
President, Fowler Communications, Inc.
Columbia, South Carolina

Jeffrey S. Boggan 82
Ex-Officio Member
Director of Alumni and Parents Programs, Wofford College
Spartanburg, South Carolina

**ALUMNI BOARD OF DIRECTORS**

Wade E. Ballard 79 (1994)
Attorney; Edwards, Ballard, Bishop, Sturm, Clark, & Keim, P.A.
Spartanburg, South Carolina

Sally Nan Barber 78 (1992)
Attorney; Parker, Poe, Thompson, Bernstein
Charlotte, North Carolina

Ernest R. Barefield 60 (1991)
Senior Vice President/Controller, Equifax, Inc.
Atlanta, Georgia

Nancy E. Barr 84 (1994)
Ph.D. Candidate, Emory University
Atlanta, Georgia

Dew N. Bauknight 71 (1991)
Systems Consultant/Partner, Arthur Andersen & Company
Charlotte, North Carolina

Stephen W. Boggan 83 (1993)
Sales Representative, Biggers Brothers, Inc.
Myrtle Beach, South Carolina

Det F. Bowers Jr. 74 (1994)
Attorney, Bowers & Bowers
Columbia, South Carolina

Randall L. Brinman 72 (1991)
Account Executive, GNB, Inc.
Staunton, Virginia

Dawn W. Brinson 81 (1992)
Owner, “One For The Books” Bookstore
High Point, North Carolina

Alvis J. Bynum 59 (1992)
President, Cities Supply Company, Inc.
Sumter, South Carolina

Dexter A. Cleveland 70 (1993)
President, Cleveland Agency
Spartanburg, South Carolina

J. Benjamin Crouch 77 (1991)
Vice President/Co-owner; Crouch, Scott, Crouch Insurance Agency
Hartsville, South Carolina
Charles H. Davidson, IV '70 (1993)
Associate Executive/ASIS Foundation Director, American Society for
Industrial Security
Alexandria, Virginia

LaFon C. Dees '59 (1993)
Vice President/Financial Consultant, Robinson Humphrey
Atlanta, Georgia

Novella R. Fortner '83 (1994)
Assistant Dean of Student Life, University of South Carolina
Columbia, South Carolina

James R. Fowler '52 (1991)
Vice Chairman/Regional Executive, Southern National Bank
of South Carolina
Belton, South Carolina

Frederick D. Gibbs '87 (1994)
Assistant Vice President, C & S/Sovran Corporation
Spartanburg, South Carolina

Perry H. Gravely '83 (1991)
Attorney; Leatherwood, Walker, Todd & Mann
Greenville, South Carolina

Joel C. Griffin '74 (1991)
Vice President, Griffin Gear, Inc.
Spartanburg, South Carolina

Laura S. Griffin '83 (1991)
Director, Counseling Program, College of Charleston
Charleston, South Carolina

Douglas L. Jones '69 (1991)
Product Engineer, Michelin Technical Services
Spartanburg, South Carolina

Jack W. Lawrence '65 (1993)
Attorney; Brown & Hagins, Attorneys, P.A.
Spartanburg, South Carolina

Gregory K. Leevy '74 (1992)
Chief Executive Officer, Leevy's Enterprises
Columbia, South Carolina

Thomas N. Lentz '70 (1992)
Director of Marketing, Broyhill Furniture Industries
Blowing Rock, North Carolina

Chauncey W. Lever, Jr. '75 (1991)
Attorney; Foley & Lardner
Jacksonville, Florida

John P. Linton '70 (1993)
Attorney; Sinkler & Boyd, P.A.
Mount Pleasant, South Carolina

Rebecca M. McKenzie '83 (1993)
Staff Assistant in Public and Government Affairs, Cary Chamber of
Commerce
Cary, North Carolina

Ralph R. McMillan '71 (1991)
Attorney; Wray, Layton, Cannon & Parker
Charlotte, North Carolina

James C. Meadors '81 (1994)
President, Meadors Construction Company
Charleston, South Carolina

Milton P. Moore '67 (1994)
President, Milton P. Moore & Associates, Ltd.
Columbia, South Carolina

President/Chief Executive Officer, American Council for the Arts
Maplewood, New Jersey

Charles W. Saunders Jr. '64 (1994)
Vice President/Regional Trust Officer, First Union National Bank
Greensboro, North Carolina

L. Wallace Sink '59 (1994)
Attorney; Allen, Sink & Hastings
Newport News, Virginia

P. David Sloan, Jr. '64 (1992)
Insuror/Broker, P. David Sloan, Jr.
Camden, South Carolina

E. Hood Temple '86 (1992)
Attorney; The Hyman Law Firm
Florence, South Carolina

James C. Van Story, III '74 (1992)
Registered Investment Counsel, JMC Capital Management, Inc.
Hamilton, Virginia

Woodrow W. Willard, Jr., '74 (1994)
President, Willard Appraisals, Inc.
Spartanburg, South Carolina
Parents' Advisory Council

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

CHAIRMEN: Dr. and Mrs. Jack Bresenham (1991-92)
CHAIRMEN-ELECT: Mr. and Mrs. Terry W. Watt (1991-92)

CLASS OF 1992
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Mr. and Mrs. Glenn S. Crihfield
Dr. and Mrs. John Dombroski
Mr. and Mrs. D. W. Edwards
Mr. and Mrs. O. T. Fulghum Jr.
Mr. and Mrs. Donald S. Henshaw
Mr. and Mrs. James L. Jones
Mr. and Mrs. J. B. Marshall
Mr. and Mrs. Fritz Mezger
Mr. and Mrs. C. J. Palmieri
Dr. and Mrs. Raymond L. Thomas
Mr. Robert L. Walker
Mr. and Mrs. Michael L. Wood

CLASS OF 1993
Mr. and Mrs. W. S. Brawley
Mr. and Mrs. Jack Green
Mr. and Mrs. John A. Hendrix
Mr. and Mrs. Robert F. Marye
Mr. and Mrs. E. Michael OTuel, III
Mr. and Mrs. H. Ferrell Singleton
Mr. and Mrs. Terry W. Watt

CLASS OF 1994
Mr. and Mrs. T. Eugene Allen, III
Mr. and Mrs. W. Wheeler Bryan
Mr. and Mrs. Donald B. Johnson
Mr. and Mrs. Thomas R. Livingston
Mr. and Mrs. James A. Nunamaker
Mr. and Mrs. A. Nicholas Papadea
Mr. and Mrs. William C. Smith

The Administration, September 1, 1991

Office of the President
DuPre Administration Building
Joab M. Lesesne, Jr., B.A., M.A., Ph.D., President
Roberta H. Bigger, B.A., M.Ed., Assistant to the President

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

Registration and Records
DuPre Administration Building
Lucy B. Quinn, B.A., M.Ed., Registrar and Director of Summer Session
Edward B. Sydnor, B.A., Registrar, Emeritus

Library Services
Sandor Teszler Library
Oakley H. Coburn, A.B., M.A. in L.S., Librarian
Frank J. Anderson, B.A., M.S. in L.S., Librarian, Emeritus
R. Stephen Gowler, B.A., M.A., M.A., Ph.D., Public Services Librarian for Reference and Periodicals
Ibrahim Hanif, B.S., M.L.S., Collection Development Librarian
Herbert Hucks, Jr., B.A., M.A., B.A. in L.S., Archivist, Emeritus
Loren Pinkerman, B.A., M.A.T., M.L.S., Reference Librarian
Shirley Sheu, B.A., Cataloger
Shelley H. Sperka, B.A., M.L.S., Director of Technical Services

Media Center
Campus Life Building
Linda Powers, B.A., M.A.T., M.A., 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
Lisa C. Deavenport, B.A., Assistant Dean of Students and Director of Student Activities
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
H. C. Bean, Jr., M.D., College Physician
J. C. Hechden, M.D., College Physician
Melvin D. Medlock, M.D., College Physician
Mack C. Poole, M.D., College Physician
Ralph A. Tesseneer, M.D., College Physician
Elizabeth D. Wallace, B.S., B.S.N., R.N., Resident College Nurse
The Faculty, 1989-90, 1990-91

(Academic year of appointment to faculty in parentheses after each name)

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

Constance Dean Antonsen (1962)
   Associate Professor of Art History
   A.B., University of California; M.A., University of Georgia; Ph.D.,
   University of South Africa

Michael Wayne Ayers (1988)
   Head Football Coach
   B.A., M.Ed., Georgetown College

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

Robert Mason Barrett (1990)
   Lecturer in Economics
   B.A., Wofford College; J.D., Wake Forest University

Charles Gibson Bass (1988)
   Assistant Professor of Chemistry
   B.S., William Carey College; Ph.D., University of Tennessee

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

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

Victor Bilanchone, Jr. (1972)
   Associate Professor of Music
   B.A., M.M., D.M.A., University of Miami

Michael Holmes Bishop (1989)
   Lieutenant Colonel, United States Army
   Professor of Military Science
   B.A., Texas A & M University; M.S., Florida Institute of Technology

Robert Bucklin Black (1987)
   Major, United States Army
   Assistant Professor of Military Science
   B.S., Cameron University

Thomas Wade Bryant (1988)
   Assistant Football Coach
   B.A., Newberry College; M.Ed., East Tennessee State University

John Moore Bullard (1961)/Leave of Absence 1989-90
   Albert C. Outler Professor of Religion
   A.B., A.M., University of North Carolina; M.Div., Ph.D., Yale University

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

Carmen Lucrecia Chávez (1986)
   Instructor in Foreign Languages
   B.A., Converse College; M.A., Middlebury College

Sung-Duk Cho (1989)
   Lecturer in Physical Education
   B.A., Kwang Oun College

Oakley Herman Coburn (1984)
   Librarian
   A.B., Transylvania University; M.A. in L.S., University of Kentucky

Caroline Allen Cunningham (1984)
   Associate Professor of Foreign Languages
   B.A., University of Georgia; M.A., Ph.D., University of North Carolina

Michael Auburn DeVine (1989)
   Lecturer in Economics
   B.A., Wofford College; J.D., University of South Carolina

Miranda Gail Somers DiMarco (1984)
   Lecturer in Music
   B.A., College of Charleston; M.M., Converse College

Harry Donald Dobbs (1955)
   Professor of Biology
   A.B., M.S., Ph.D, Emory University

Dennis Michael Dooley (1969)
   Professor of English and College Marshal
   A.B., Loyola College; M.A., Kent State University; Ph.D., Vanderbilt
   University

Linton Reese Dunson, Jr. (1966)
   Fred A. Gosnell, Sr., Professor of Government
   A.B., University of Georgia; Ph.D., University of Virginia

Terry Andrew Ferguson (1984)
   Assistant Professor of Geology
   B.A., Wofford College; M.A., Ph.D., University of Tennessee

Vivian Boyd Fisher (1973)
   Associate Professor of English
   B.A., Duke University; M.A., Ph.D., Emory University

Karen Lynne Galindo (1990)
   Instructor in Spanish
   B.A., Wofford College; M.A., Middlebury College

Gerald Allen Ginocchio (1980)
   Associate Professor of Sociology
   B.S., University of Wisconsin; M.A., Ph.D., University of New
   Hampshire
Ronald Stephen Gowler (1990)
Public Services Librarian and Lecturer in Religion
B.A., Campbellsville College; M.A., Vanderbilt University; M.A.,
University of Louisville; M.A., Ph.D., University of Iowa

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

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

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

Paul Malachi Hamilton, III (1988)
Assistant Football Coach
B.S., Appalachian State University; M.A.T., The Citadel

Cheryl Elizabeth Harleston (1990)
Lecturer in Psychology
B.S., Furman University

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

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

David Wade Hursch (1990)
Lecturer in Fine Arts
B.Mus., Houghton College

Richard Allen Johnson (1985)
Head Basketball Coach
B.S., M.B.A., The Citadel

Lecturer in Education
B.A., Converse College

Charles Dwight Kay (1986)
Associate Professor of Philosophy
A.B., Princeton University; M.A., Ph.D., University of Pittsburgh

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

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

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

John Edward Lane (1988)
Instructor in English
B.A., Wofford College

Arnold Wade Lang (1968)
Assistant Football Coach
B.A., Wofford College; M.Ed., East Tennessee State University

Warren Coleman Leamon (1989)
Visiting Associate Professor of English
A.B., University of Georgia; M.A., Vanderbilt University; Ph.D.,
University College, Dublin

Joseph Daniel Lejeune (1986)
Assistant Professor of Physics
B.S., University of Southwestern Louisiana; Ph.D., Texas A & M
University

Walter Raymond Leonard (1949)
William R. Kernan, Jr., Professor of Biology
A.B., Tusculum College; A.M., Ph.D., Vanderbilt University

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

Mark David Line (1985)
Baseball Coach and Director of Intramural Sports
B.S., Erskine College; M.S., Western Kentucky University

Frank Michael Machovec (1988)
Assistant Professor of Economics
B.S., Towson State University; M.A., University of Denver; Ph.D., New
York University

Clay Randolph Mahaffey, Jr. (1989)
Instructor in Physics
B.A., Wofford College; M.A.T., Converse College

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

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

John Robert McArthur (1990)
Assistant Professor of Economics
B.S., M.S., Montana State University; Ph.D., Claremont Graduate School

William Gary McCraw (1989)
Lecturer in Music
B.S., Wofford College
Vice President for Development and Professor of Religion
B.A., Transylvania University; B.D., M.A., Ph.D., Yale University

Michael Moss Miller (1990)
Lecturer in Music
B.Mus., M.Mus., University of Georgia

Patricia Gorman Monroe (1990)
Lecturer in Mathematics
B.A., Columbus College; M.S., University of South Carolina

Ted Richard Monroe (1990)
Associate Professor of Mathematics
B.S., Gardner-Webb College; M.A., Wake Forest University; Ph.D., University of South Carolina

William Scott Morrow (1970)
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
B.A., Northwestern University; M.A., Middlebury College; M.Div., M.A., Ph.D., Yale University

Daniel Wayne Olds (1963)
Director of Computer Center and Computer Services and Professor of Physics and Computer Science
A.B., Wabash College; Ph.D., Duke University

Mark Neil Packer (1986)
Associate Professor of Philosophy
B.A., State University of New York; M.A., Ph.D., Northwestern University

Assistant Professor of Mathematics
B.S., Georgia Institute of Technology; M.S., Ph.D., North Carolina State University

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

Sally Harmon Plowden (1990)
Assistant Professor of English
B.A., Columbia College; Ph.D., University of South Carolina

Linda Powers (1978)
Director of Media Center and Lecturer in English and Foreign Languages
B.A., University of Miami; M.A.T., Converse College; M.A., University of South Carolina

Thomas Stephen Price (1990)
Instructor in History
A.B., Bowdoin College; A.M., Harvard University

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)
Professor of History
A.B., Bowdoin College; M.A., Ph.D., Emory University

Douglas Alan Rayner (February 1989)
Assistant Professor of Biology
B.A., University of New Hampshire; M.A., Ph.D., University of South Carolina

Stevenson Leonard Reed (1990)
Captain, United States Army
Assistant Professor of Military Science
B.S., Western Kentucky University

Mary Hope Rhodes (1990)
Lecturer in Education
B.A., Converse College; M.Ed., University of South Carolina

Mary Margaret Richards (1990)
Assistant Professor of English and Assistant College Marshal
A.B., University of Georgia; M.A., Ph.D., University of North Carolina at Chapel Hill

Andrew Luther Richardson (1989)
Major, United States Army
Assistant Professor of Military Science
B.S., Clemson University; M.A., Webster University

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

Erika Scavillo (1985)
Lecturer in Foreign Languages
Staatsexamen, University of Munich

Anthony Stephen Scavillo (1990)
Lecturer in Foreign Languages
B.A., LaSalle College; M.A., Catholic University of America; Doctorat de 3e Cycle, University of Strasbourg

Peter Louis Schmunk (1987)
Assistant Professor of Art
B.Mus., University of Washington; M.Mus., Ph.D., Ohio University

Donald Marcell Scott (1966)
Professor of Psychology
B.A., M.A., Ph.D., Florida State University
Stephen Curtis Scott (1986)
Captain, United States Army
Assistant Professor of Military Science
B.A., Morehead 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)
Associate Professor of Government
B.A., M.P.A., Syracuse University; Ph.D., University of Wisconsin

Crystal Camille Sharpe (1984)
Women’s Basketball and Volleyball Coach
B.S., M.A., Western Carolina University

Benjamin Shaw (1989)
Instructor in Religion
B.U.S., University of New Mexico; M.Div., Pittsburgh Theological Seminary; Th.M., Princeton Theological Seminary

Angela Buzzett Shiflet (1987)
Professor of Mathematics and Computer Science
B.S., Furman University; M.S., University of South Carolina; Ph.D., Vanderbilt University

George Whiteside Shiflet, Jr. (1987)
Professor of Biology
B.S., Furman University; M.S., Ph.D., Vanderbilt University

Brooks Donohue Simpson (1987)
Assistant Professor of History
B.A., University of Virginia; M.A., Ph.D., University of Wisconsin

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

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

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

Deno Pedro Trakas (1980)
Associate Professor of English and Director of the Writing Laboratory
B.A., Eckerd College; M.A., University of Tulsa; Ph.D., University of South Carolina

David Hampton Tyner (1986)
Assistant Professor of Government
B.A., Wofford College; M.A., Ph.D., University of North Carolina

Benjamin Franklin Varn, Jr. (1985)
Associate Professor of Computer Science
B.A., The Citadel; M.S., Texas A & M University; Ph.D., University of Florida

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

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

Sam Dibble Watson (February 1990)
Visiting Professor of English
B.A., Wofford College; M.A., University of Virginia; Ph.D., University of Iowa

William Andrew Watson (1990)
Assistant Football Coach
B.S., Newberry College

Richard Craven Webb (1990)
Major, United States Army
Assistant Professor of Military Science
B.A., Wofford College; M.Ed., Ed.S., University of South Carolina

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

David Melvin Whisnant (1983)
Associate Professor of Chemistry and Assistant College Marshal
B.S., University of Illinois; Ph.D., University of Wisconsin

Alanna Ivey Wildman (February 1991)
Lecturer in Art
B.A., Converse College; M.A., Vanderbilt University

Susan May Wiley (1986)
Associate Professor of Accounting
B.A., M.B.A., University of Michigan; C.P.A.

Carol Brasington Wilson (1984)
Instructor in English
B.A., Wofford College; M.A., University of South Carolina

Instructor in Foreign Languages
Licentiaat, Hoger Instituut voor Vertalers en Toklen, Antwerp State University

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

Assistant Football Coach
B.A., Wofford College
Retired Faculty, 1989-90, 1990-91

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

Constance Dean Antonsen (1962)
Associate Professor of Art History
A.B., University of California; M.A., University of Georgia; Ph.D., University of South Africa

William Pinckney Cavin
John M. Reeves Professor of Chemistry, Emeritus
A.B., Wofford College; A.M., Duke University; Ph.D., University of North Carolina

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

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

Jacques Constant Bennebroek Forbes/Deceased April 1991
Professor of Foreign Languages, Emeritus
A.B., Gettysburg College; M.A., University of Maryland

Harold William Green
Professor of Accounting, Emeritus
B.S., Shippensburg State College; Litt.M., University of Pittsburgh

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

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

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

Ernest Gibbes Patton
Professor of Biology, Emeritus
B.A., Yale University; M.A., University of North Carolina; Ph.D., Duke University

Howard McIver Pegram/Deceased June 1991
Professor of Mathematics, Emeritus
B.A., Wofford College; A.M., Duke University

William Woodrow Scheerer
Professor of Physical Education, Emeritus
B.S., Memphis State College; A.M., Columbia University

Joseph Secondi
Professor of English, Emeritus
A.B., M.A., University of Virginia
Degrees and Honors Conferred 1989

Bachelor of Arts Degree

Alexander Day
Scott Ashley Hackett
Garrett
John John Gatgounis
Kirk Gregory Gipson
Laura Elizabeth Galloway
Christopher Beem Frost
Delvin Lynn Fulton
Tanya Denise Bordeaux
Clifford William Bowers, III
Barry Dickens Brandes
William Marcus Brasington, Jr.
Kevin Mark Brimgewe
Melody Jane Brown
Warren Ellis Brown
Lori Lin Browning
Furman Lee Buchanan
Byron Allen Ballard, Jr.
Mark O'Neill Bundy
Lisa Marie Burnette
Mary Courtnay Chow
Kimberly Marie Clark
Christopher Sevier Coleman
Timothy Elton Coleman
James Robert Couch, Jr.
Maxie Myron Cox, Jr.
Troy Michael Cox
Tam Lynn Crocker
Herbert Francisco Curzy Aarea
Andrew Todd Darwin
Andrew Ronald Davis
Derek Farrel Dean
Elizabeth Ashton DeMars
James Paul Del Simone
Jason Marcus Dimsdale
Michelle Renee Dover
James Keith Fields
William Holten Fields
Timothy Patrick Finch
Basil Harcourt Ford, II
Timothy William Forman
Mark Patrick Forster
David Neal Franklin
Christian Beem Frost
Gary Todd Frost
Devin Lynn Fulton
Robin Ann Marie Gallagher
Laura Elizabeth Galloway
John John Gatgounis
John Herman Gerken, IV
Kirk Gregory Gipson
Paul Scott Greene
William Franklin Greenw
Scott Ashley Haithcock
Garrett Oakes Hall
Alexandra Day Hamilton

Brian Stewart Hammond
Freddie Lee Hardy
Ruth Renee Handy
Joseph Carl Hawkins
Michele Temple Haywood
Terese Marie Hedrick
Anthony Joseph Hester
Stephanie Grace Ridgeway Hiburad
Jason Lamar Hill
Joseph Benjamin Hill, III
Langford Doster Holbrook
Jeffrey Scott Holcombe
William Joseph Holdin, III
Mark Shannon Hopkins
Pamela Renae Hopkins
Helen Smith Horrard
Nelson Beard Huggins
Mary Kim Humphrey
Willard Vandy Huskey
Ernest Joseph Jarrett
Hugh Barrymore Jaynes
Sendeck L. Jeffords, Jr.
Amy Elizabeth Jones
Sharon Lynn Jones
Kerry Louise Joyner
Sharon Dumigan Juniper
Donald Stephen Kahal, III
William West Kellett, IV
Frances Elizabeth Kelly
Calhoun Lemon Kennedy, Jr.
Jonathan Whitfield Kennon
James Robert Kirkley, Jr.
Jerry Dean Koon, Jr.
Terese Marie Kopeck
Alexander Carl Kragger
Suzanne Krydzynak
Ferdinand John Katbala, Jr.
Gary Lee Kvitunis
Sara Lamacraft
Jill Ann Bishop Lee
Gregory Flury
David Lyle Lesene
Franklin Wyche Lesene
Don Lee Lester, Jr.
Lori Kristina Link
Angela Moreno Llorente
Jill Irene Long
Michael Christopher Luff
James David Lynch
Thomas Brooks Mahaley
William Joseph Dunlap Malone
Nathaniel Peter Marchionette
Peyre Elizabeth Martin
Laura Ellen Martin
Bret Martin
Ernest Brian Mathis
James Andrew McAlister
Michael Allen Meek
Daniel Brian Merck
James Louis Merrell

Bachelor of Science Degree

Philip Robinson Merry, Jr.
Brian Joseph Michel
Dianne Workman Miller
Andrew Sylvester Mills
Deborah Joan Ann Mitchell
Charles Edward Morris, III
Jerry Ronald Munnerlyn, Jr.
Christopher Hammett Myers
Wayne Allen Myrick, Jr.
Amy Rebecca Neal
Corry Winston Oakley, III
Joseph Hammond Outlaw
Charles Bryan Overcash, Jr.
Ruth Marie Parris
Tiffany Renee Paul
Edjina Renee Peeler
William Earl Penny, Jr.
James Albert Pettit
David Neil Pickering
David George Poole
James Eden Poole
Ronald Eulion Raines
Jeffrey Todd Reeves
Thomas McCoy Richardson, Jr.
Gardner Reid Rosendale
Rebecca Lynn Rush
Daniel Rex Russell
Kerrie Denise Sadler
Roger Joseph Saltzman
William Neal Sharpe, Jr.
James Welton Shealy, Jr.
George Sherrill, III
Christine Lynnette Shippey
William Joseph Simpson
Wiggins Ellison Singletary, Jr.
Randall Todd Sligh

John Edward Bauknight, IV
Charles Eugene Baxter, III
Carol Lynn Resco
Edward Riley Blocker
Margaret Elizabeth Bonds
James Markson Boyd, III
Sherry Ann Burns
James Kirk Campbell
John Michael Carroll
Vernon Earl Cauthen
Pamela Paige Coggins
Robert Keith Cook, Jr.
Daniel Ray Crow
John Kimble Cruse
Christopher John Davis
John Edmond Cecil Davis
Ann Hassett Dennis
Jason Marcus Dimsdale
John David Evans
John Kirk Cruse
Kerry M. French
Lee Morris Gist
James Arthur Goodson, III
James Mariel Graa
William Nettles Green
Michele Tempe Haywood

John Gregory Whitaker
Christopher Callaway Williams
Lynn Marie Williams
Harold Joe Willson, Jr.
Steven Douglas Wimberley
Willis Rayfield Witherspoon
Rita Dale Woodson
Joseph Donald Woody
Erika Giovina Wright
Kelly Michelle Young
William Hadley Zeh
John Martin Zoutewelle

Robert James Hendry
John Roger Hickman, III
Paul Randolph Hicks
Angela Lee Hinds
Elizabeth Kay Holtom
Brett Weston Hughes
Cynthia Lynn Jones
Eugene Kenny Drayton Jones
John Carlisle Kilgo
Cynthia Elizabeth Kolb
Kimberly Ann Link
Lori Kristina Link
Margaret Anne Loose
Kathryn Ann Malone
Joel Stephen Martin
Robert Sledge Martin
Ronald Edwin Matson
Wanda Lynn McClure
Elizabeth Birdsell McMurtie
Edward Kelly Medlock
Parker Maxwell Moulton
Charles Walker Moren
Margaret Louise Mossburg
Regina Lynn Neal
Steven Michael Newman
Stephen Andrew Nichols
Sanjaykumar Vithalbhai Patel
Kimberly Ann Phillips
Stanley Eason Porter
William Bryan Powell
Anna Hamilton Raine
Christopher White Ratchford
Madison Bates Redwine
Daniel Philip Rhodes
Cheryl Rogene Robbins
Kevin Todd Rogers
Lynn Frances Rogers

Honorary Degrees
Graham Henry Rights .................. Doctor of Divinity
Paul Hardin .................................. Doctor of Humanities
Strom Thurmond .......................... Doctor of Laws

Honors in 1989 Graduating Class

Summa Cum Laude
Kevin Mark Brinegawt
Furman Lee Buchanan
Maxie Myron Cox, Jr.
Troy Michael Cox
Derek Farrell Dean
Jason Marcus Dimsdale
Mark Patrick Forster
James Muriel Gragg
Angela Lea Hinds
Jeffrey Scott Holcombe

Mary Kim Humphrey
Sharon Dunagin Juniper
Cynthia Elizabeth Kolb
Teresa Marie Kopeck
Rebecca Lynn Rush
Michael Radford Sullivan
Lauree Mahiena Turner
Connie Michelle Wakefield
Rita Dale Woodson

Magna Cum Laude
Carol Lynn Besco
Susan Elizabeth Blackwell
Sherry Ann Burns
John Michael Carroll
Mary Courtney Chow
Timothy Elson Coleman
Tami Lynn Crocker
Michele Tempe Haywood
Joseph Benjamin Hill, III
Kerry Louise Joyner
Angela Marino Llorente

Jill Irene Long
Margaret Anne Loose
Elizabeth Birdsall McMurtrie
Dianne Workman Miller
Deborah JoAnn Mitchell
Margaret Louise Mosburg
Steven Michael Newman
Madison Bates Redwine
Deanna Marie Mathis Triplett
Lynn Marie Williams

Cum Laude
Dawn Richelle Belcher Allen
Tamara Leigh Ancell
Tanya Denise Bordeaux
Herbert Francisco Curry Arceo
Andrew Todd Darwin
John Kimberie Cusson
John Edmund Cecil Davis
Elizabeth Ashton DeMars
Michelle Renee Dover
Kelly Jean French
Gary Todd Frost
James Arthur Goodson, III
William Franklin Greene

Alexandra Day Hamilton
Sharon Lynn Jones
Ferdinand John Kubula, Jr.
Gary Lee Kvintus
James David Lynch
Faye Elizabeth Martin
Ronald Edwin Mattison
Thomas McCoy Richardson, Jr.
Christine Lynette Shippey
Wiggins Ellison Singletary, Jr.
Crystal Beth Smith
Charles Franklin Turner, Jr.
Harold Joe Willson, Jr.

High Honors in Finance
Troy Michael Cox

High Honors in History
Rebecca Lynn Rush

High Honors in Psychology
Kelly Jean French

High Honors in Spanish
Angela Marino Llorente

Algernon Sydney Sullivan Awards
William H. Hambrick
Harold J. Willson, Jr.

Mary Mildred Sullivan Awards
Nancy G. Abercrombie
Laurie M. Turner

Class of 1989
B.A. Graduates .................. 191
B.S. Graduates .................. 74
Total Graduates .................. 265
Degrees and Honors Conferred 1990

Bachelor of Arts Degree

Ben Geer Alderman, III  Joseph Carre Alvarez, IV
Alexia Kenneth Anderson  Elizabeth Rogerson Auld
Dateria Leigh Baker  Donald Lee Bancroft
Wister Cowgiong Baden  Wilton Andrew Beeeson
Bruce Richard Bernard  Amanda Smarr Berry
Steven Charles Betsill  Paula Renee Blackwell
William Mark Bobo  Scott David Bourassa
David Burness Bourne  Michael Anthony Bridges
Roderick Smith Brown  Tobin Lee Brown
Mark Newman Browning  Joel Scott Burnett
Edward Mevin Button  Stephen Eric Byas
Rek Keith Cacciari  Christopher Pachan Carpenter
Heidi Carson  Dana Lynn Castillo
Richard Lee Chapman, Jr.  John Mark Christian
Robert Carr Churchill, IV  Jennifer Ann Claggett
Elizabeth Ashton Cox  Wendall Guy Crenshaw
Ivan Victor Curry  Betty Ann Davison
Hervey Keith Davis  Frederick Lee Day, II
Timothy Forrest Deaton  Lisa Carol Deavenport
Elliot Gray DeMereil  Phillip Mark Dempsey
Mark Erinn Diffenderfer  Virtus Lee Dill
Arthur Robert Dodd, Jr.  Donald Scott Dotherow
Wayman Barto Dublin, III  Matthew MclanerEllisen
J. James Gary Engelhardt  Leslie Anne Enlow
Lori Ann Eubanks  John Gresset Felder, Jr.
Wynyard Russell Freeman  Lydya Maria Fryml
Leslie Michelle Gamble  Michael Sean Garity
Harold Stanley Gibbons  Anthony Aundra Gilliam
Anne Quincy Graham  Frank Martin Graham
Richard Malcolm Goven  Scott Robinson Gregory
Patricia Layne Grose

Mary Angela Hall  Randolph Rogers Hall
James Arthur Ham, Jr.  Robert David Hamilton
Robert Warren Hammond  William Robert Hampton
Darrell Gene Hardin  Harrel Dean Hardin
Lisa Carol Hazel  Forrest Mason Heil
Dennis Lonmpom Hampshire
Arthur Wilson McDonald Hendricks  Amy Mareette Henry
Julius Napoleon Hill, IV  Paul Kimber Hockett, Jr.
Kathryn Leigh Hopkins  Russell Clay Howard
Ladson Ellisburne Howell, Jr.  April Lynn Hughes
James Edward Hulse  Ingrid Hutto
Joseph Adam Jarecki, III  David Edward Jennings
Sean Patrick Keenan  James Scott Keim
Dennis Shane Kennedy  David Ashley Kidd
Amanda Elizabeth King  Elizabeth Ann Lavender
John Ray Lee, III  David Mark Lel boats
Brian Alan Lemon  Jerry Lee Lewis
Carolyn Selena Lipscomb  Monica Elizabeth Lloyd
Steven Brent Lynne  Elizabeth Grace Mallory
Christopher Curtin Martin  Phillips Gray Martin
Ronald Kevin Martin  Cornelia Merritt Mattax
John Robert McCarthey, Jr.  Rodney Warren McGil
Frederick Martin McIntyre  Elizabeth Anne McKamy
John Edward McKenzie, III  Lauren Elaine McNall
Kathryn Marie Meaders  Walter Lee Moors
Camlyn Paige Merck  Chevillion Elizabeth Miley
Edward Emanuel Vincent Mills  Dennis Lyle Mobley
Charles Walker Moren  Jerry Lee Mozingo, Jr.
Laura Kim Moygel  Donald McCraw Nance
Duane Astin Neal  Joseph Gary Newcomb
Daniel Roger O'Connell, III  Lori Beth Oxom

Suzanne Lazure Ongennach  Carmen Lucas Owens
Tyrene Christopher Page  Maria de Fatima Cardoso Peres
Grady Todd Phillips  Michael Lovick Pierce
Timothy Lee Plies  Eric Shelton Portefield
Julia Ann Potter  Christie Turner Price
David Hyde Prince, Jr.  Edward Chrestman Rainey
Charles Fennell Reid  Sonya Michelle CoviI Robinson
Danny Curtis Samuel  Joanna Lyn Sevic
Richard Newton Shealy, Jr.  Raymond William Silyi, III
Laura Deanne Singleton  Valerie Keedle Skinner
Frederick Houston Smith  George Murrell Smith, Jr.
Angela Elizabeth Stann  Laura Ellen Stanford
Andrew Gaiwon Steever  Tammy LaVern Stevens
Michelle Carol Stewart

Bachelor of Science Degree

Amy Elisabeth Adams  Donna Kay Bailey
Lowell Thomas Barnett, Jr.  Edwin Michael Bender
Danielle Nicole Bennett  Samuel Wayne Bokes
Tony Margret Bolinger  Rebecca Marie Durak Brott
Bryan Matthew Brown  Joseph Larliguo Brunet
Mitchell Crawford Cannon  Edward Melvin Button
Shawna Diane Cannon  Scott William Cashion
Susan Iline Christos  Zoeungia Lennell Collins
Shannon Marie Cooke  Paul Joseph Costa
Michael Loren Cusac  Shaw Tucker Davidson
Frederick Lee Day, II  Donna Lorraine Dempsey
Michael Warren Dennis  Christopher Patrick Dodd
Emma Robiley Dosher  Matthew McBryer Ellison
Lori Lynn Fairley  Lara Willette Fey
Mark Edward Foster  William Lang Foster, III
Bennie Martin Fulbright  William Ralph Garris, Jr.
Terry Emelia Gauthier  Kevin Darryl German

Joseph Scott Stowe  Lucy Whitelaw Strawbaugh
Stephen Joseph Stratovol  Lourdes Maria Suarez
Dana Claire Summey  Stephen Michael TomsoviCh, Jr.
Joe Elliott Turner  Elizabeth Lara Varner
Jennifer Lynn Vessels  David Ford Vick
Howard Stokes Waddell, IV  Stephen Canit Waldrop
Mell Carroll Wallace  Brenda Ann Walter
Emmy Clinton Watson  Shelly Fay Webb
Cindy Karen Wesley  John Paul Wessinger
Edward Stanner Wildrick  James Donald Williams, II
Larry Anthony Wise, Jr.  John Durham Wiseman
Douglas Earl Wood  Russell Edward Wright
Kimberley Waynewnt Wyatt  Richard Wrenn Yancey

David Gaines Grant  Charles William Greene, Jr.
Steve John Hammes  Susan Anita Hammond
Joel Wyman Hand, III  Gregory Todd Harris
Suzanne Henderson  Benjamin Jason Howett
Jada Louise Hill  Lori Clare Hillrey
Timothy Andrew Holck  William Melvin Holland
Daniel Vernon Hollingsworth
Cherie Renee Hudson  Katrina Louise Huggins
Kimberly Sherman Hughes  Laura Coker Johnson
Douglas Haas Jones  Reginald Joyce, III
Pamela Anne Kane  Reamer Benjamin King, Jr.
Wim Jan KolK
Kimberley Jean Krooks  Michael David Nickolaziows Langehans
Lesa Danette Lanier  David Allen Lanmuy
Thomas Mikel Lell, Jr.  Tamara Suzanne Link
Steven Trent Lott  Ariel Villanueva Macatangay
James Graham McLean  Lisa Christine McSwain
Stephen Alfred Middleton  Lien Thanh Nguyen
Honorary Degrees

Jackson Walker Carroll, Jr.  .................................................................Doctor of Divinity
Melvin Elton Hendricks .................................................................Doctor of Humanities
Edmund Patrick Joyce .................................................................Doctor of Humanities
Carroll Frederick Reames .............................................................Doctor of Humanities

Honors in 1990 Graduating Class

Summa Cum Laude

Alva Kenneth Anderson
Joel Scott Burnett
John Mark Christian
Seth Bane Davidson
Matthew McBrayer Ellison
James Gary Engelhardt
Joel Weisman Hand, III
Amy Marette Henry

Kathryn Leigh Hopkins
April Lynn Hughes
Ingrid Hutto
Christie Turner Price
Joanna Lyn Sevic
Cecily Hollins Stallworth
Cindy Karen Wesley

Magna Cum Laude

Dateria Leigh Baker
Heidi Carson
Phillip Mark Dempsey
John Grossoette Forder, Jr.
Lara Willette Fey
Mary Angela Hall
Wim Jan Koik
Jerry Lee Lewis

Grady Todd Phillips
Charles Fennell Reid
Adam Mott Stephens
Melissa Carol Stewart
Lucy Rebecca Thomson
Stephen Michael Tomasonovich, Jr.
William Edward White, II
Kevin DeWayne Wolfe

Cum Laude

Joseph Lartigue Brunet
Christopher Pechary Carpenter
Susan Ilene Christos
Jennifer Anne Claggett
Paul Joseph Costa
Elizabeth Ashton Cox
Weysman Barto Dublin, III
Bernie Martin Fullbright
Richard Malcolm Green
Benjamin Jason Hewett
Lori Clare Hillely
Timothy Andrew Holck
Paul Kister Hooker, Jr.

Douglas Haas Jones
David Allen Lamming
Elizabeth Ann Lavender
Brian Allen Lemon
Tamara Suzanne Link
Steven Trent Leot
Elizabeth Grace Mallory
Judith Bernadette Nwajaku
Richard Bennett Reinhardt, Jr.
Kristi Marie Shook
Andrew Guion Steever
Deborah Ann Willis

High Honors in History
Matthew McBrayer Ellison

High Honors in Psychology
Adam Mott Stephens

Algernon Sydney Sullivan Awards
John T. Wardlaw
Jerry Lee Lewis

Mary Mildred Sullivan Awards
Carol B. Wilson
Lisa C. Deavenport

Class of 1990

B.A. Graduates 175
B.S. Graduates 101

TOTAL GRADUATES 276
Student Body Statistics

Students Entering September 1989

New Students
(Day 27, Resident 266) 293
Transfer Students
(Day 11, Resident 9) 30

Geographical Distribution of Student Body 1989-90

Alabama 5
California 3
Connecticut 1
Florida 48
Georgia 94
Illinois 2
Indiana 2
Kentucky 1
Louisiana 4
Maine 1
Maryland 4
Mississippi 2
New Hampshire 1
New Jersey 6
New York 1
North Carolina 84
Ohio 2
Pennsylvania 3
South Carolina 848
Tennessee 22
Texas 2
Virginia 6
West Virginia 1
Total U.S. 1

Argentina 1
Brazil 1
Canada 1
England 1
Greece 1
India 1
Indonesia 1
Switzerland 1
United Arab Emirates 2
Venezuela 1
Total Enrollment 1154

Students Entering September 1990

New Students
(Day 24, Resident 237) 261
Transfer Students
(Day 15, Resident 20) 35

Geographical Distribution of Student Body 1990-91

Alabama 9
California 2
Connecticut 1
Delaware 1
Florida 37
Georgia 99
Illinois 1
Indiana 2
Kentucky 1
Louisiana 5
Maine 2
Maryland 4
Michigan 1
Mississippi 4
New Hampshire 1
New Jersey 3
New York 1
North Carolina 77
Ohio 7
Pennsylvania 5
South Carolina 799
Tennessee 22
Texas 5
Virginia 4
West Virginia 2
Wisconsin 1
Total U.S. 1099

France 1
Indonesia 1
Korea 1
Norway 1
Panama 1
Spain 1
United Arab Emirates 1
Venezuela 1
Total Enrollment 1107

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